

# THE SOUTHERN ASSOCIATION QUARTERLY

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Volume IV

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Number 2

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## The Southern Association of Colleges and Secondary Schools: General and Historical Information

### ORIGIN AND PURPOSE OF THE ASSOCIATION

The association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize Southern schools and colleges for coöperation and mutual assistance.
2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.
3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College (Duke University). Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snavelly, 1926-1937; Shelton Phelps, 1937—.

The aims and standards of the Association are set forth in its Constitution, pages 322-347, this issue.

### OFFICIAL ROSTER OF THE ASSOCIATION

#### OFFICERS 1940

President: M. R. Hinson, Florida State College for Women, Tallahassee, Florida

Vice President: Superintendent Henry H. Hill, Lexington Public Schools, Lexington, Kentucky.

Vice President: Assistant Superintendent H. Reid Hunter, Atlanta Public Schools, Atlanta, Georgia.

Secretary-Treasurer: President Shelton Phelps, Winthrop College, Rock Hill, South Carolina.

#### EXECUTIVE COMMITTEE, 1940†

\*Professor S. B. Hathorn, Mississippi State College (1940-1941).

Dean T. H. Napier, Alabama College (1940-1941).

Assistant Superintendent T. Q. Srygley, Port Arthur, Texas (1941-1942).

Professor M. E. Ligon, University of Kentucky (1941-1942).

Vice Chancellor Alexander Guerri, University of the South (1942-1943).

Dean W. H. Washington, Clemson College (1942-1943)

President P. A. Roy, S.J., Loyola University (Immediate Past President).

President and Secretary, *ex officio*.

\* Deceased.

† The dates following names of the Executive Committee indicate the academic year in which the term of each member expires. During the recent period in which the Association met in the spring the date of expiration was April 1, or whatever the date of final adjournment of the annual meeting. Now that the annual meeting has reverted to December, the date of expiration will be that date in December on which the meeting adjourns. "1940-41," therefore, means December, 1940.—EDITOR.

## ROLL OF MEMBERS

### LIST OF APPROVED UNIVERSITIES AND COLLEGES OF THE ASSOCIATION, APRIL 12, 1940

#### UNIVERSITIES AND SENIOR COLLEGES

(Alphabetically arranged with names of their presidents and date of their  
election to membership.)

- Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)
- Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, LL.D., President (1924)
- Alabama College, Montevallo, Alabama, A. F. Harman, B.S., LL.D., President (1925)
- Alabama Polytechnic Institute, Auburn, Alabama, L. N. Duncan, M.S., LL.D., President (1922)
- Alabama, University of, University, Alabama, Richard C. Foster, LL.B., LL.D., President (1897)
- Asbury College, Wilmore, Kentucky, Z. T. Johnson, Ph.D., Executive Vice President (1940)
- Berea College, Berea, Kentucky, Francis S. Hutchins, M.A., LL.D., President (1926)
- Birmingham-Southern College, Birmingham, Alabama, Raymond R. Paty, M.A., LL.D., President (1922)
- Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowrey, Ph.D., President (1927)
- Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, M.A., D.D., President (1925)
- Carson and Newman College, Jefferson City, Tennessee, James T. Warren, M.A., LL.D., President (1927)
- Catawba College, Salisbury, North Carolina, Howard R. Omwake, Ped.D., Litt.D., President (1928)
- Centenary College, Shreveport, Louisiana, Pierce Cline, M.A., President (1925)
- Centre College, Danville, Kentucky, Robert Lee McLeod, B.A., B.D., D.D., President (1904)
- Charleston, the College of, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
- Chattanooga, University of, Chattanooga, Tennessee, Archie M. Palmer, M.A., President (1910)
- Clemson College, Clemson, South Carolina, E. W. Sikes, Ph.D., LL.D., President (1927)
- Coker College, Hartsville, South Carolina, C. S. Green, M.A., B.D., D.D., President (1923)
- Columbia College, Columbia, South Carolina, J. C. Guilds, M.A., Litt.D., President (1938)
- Converse College, Spartanburg, South Carolina, E. M. Gwathmey, M.A., Ph.D., President (1912)
- Davidson College, Davidson, North Carolina, Walter L. Lingle, A.M., LL.D., President (1917)



- Delta State Teachers College, Cleveland, Mississippi, William M. Kethley, M.A., President (1930)
- Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D., President (1895)
- East Carolina Teachers College, Greenville, North Carolina, Leon R. Meadows, Ph.D., President (1927)
- East Tennessee State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D., President (1927)
- East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., LL.D., President (1925)
- Eastern Kentucky State Teachers College, Richmond, Kentucky, H. L. Donovan, Ph.D., LL.D., President (1928)
- Emory University, Atlanta, Georgia, Harvey W. Cox, Ph.D., LL.D., President (1917)
- \*Emory and Henry College, Emory, Virginia, James N. Hillman, M.A., LL.D., President (1925)
- Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
- Florida Southern College, Lakeland, Florida, Ludd M. Spivey, A.M., LL.D., President (1935)
- Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
- Florida, University of, Gainesville, Florida, John J. Tigert, A.M., LL.D., President (1913)
- Furman University, Greenville, South Carolina, John Laney Plyler, LL.B., LL.D., President (1924)
- George Peabody College for Teachers, Nashville, Tennessee, S. C. Garrison, Ph.D., President (1915)
- Georgetown College, Georgetown, Kentucky, Henry N. Sherwood, Ph.D., LL.D., President (1919)
- Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
- Georgia State College for Women, Milledgeville, Georgia, Guy H. Wells, A.M., LL.D., President (1925)
- Georgia State Woman's College, Valdosta, Georgia, Frank R. Reade, Ph.D., President (1929)
- Georgia, University of, Athens, Georgia, H. W. Caldwell, A.B., LL.B., President (1909)
- Greensboro College, Greensboro, North Carolina, Luther L. Gobbel, Ph.D., President (1926)
- Guilford College, Guilford, North Carolina, Clyde A. Milner, Ph.D., President (1926)
- H. Sophie Newcomb Memorial College (Vid. Tulane University), Rufus C. Harris, LL.D., President (1903)
- Hampden-Sydney College, Hampden-Sydney, Virginia, Edgar G. Gammon, D.D., President (1919)
- \*Hardin-Simmons University, Abilene, Texas, Rupert Norval Richardson, Executive Vice President (1927)
- Hollins College, Hollins, Virginia, Bessie C. Randolph, Ph.D., President (1932)
- Howard College, Birmingham, Alabama, Harwell Goodwin Davis, LL.B., LL.D., President (1920)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.



- Huntingdon College, Montgomery, Alabama, Herbert Searcy, Ph.D., President (1928)
- Incarinate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., President (1925)
- John B. Stetson University, DeLand, Florida, W. S. Allen, Ph.D., President (1932)
- Kentucky, University of, Lexington, Kentucky, F. L. McVey, Ph.D., LL.D., President (1915)
- Lenoir-Rhyne College, Hickory, North Carolina, P. E. Monroe, D.D., President (1928)
- Limestone College, Gaffney, South Carolina, Robert C. Granberry, B.D., D.D., President (1928)
- Lincoln Memorial University, Harrogate, Tennessee, S. W. McClelland, D.D., President (1936)
- \*Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President (1923)
- Louisiana Polytechnic Institute, Ruston, Louisiana, E. S. Richardson, M.A., President (1927)
- Louisville, University of, Louisville, Kentucky, Raymond Kent, Ph.D., LL.D., President (1915)
- Loyola University, New Orleans, Louisiana, P. A. Roy, S.J., Ph.D., President (1929)
- Madison College, Harrisonburg, Virginia, Samuel Page Duke, A.M., LL.D., President (1927)
- Mary Baldwin College, Staunton, Virginia, Lewis W. Jarman, M.A., LL.D., President (1931)
- Mary Hardin-Baylor College, Belton, Texas, Gordon G. Singleton, M.A., Ph.D., President (1926)
- Mary Washington College, Fredericksburg, Virginia, Morgan L. Combs, Ed.D., President (1930)
- Maryville College, Maryville, Tennessee, Ralph W. Lloyd, D.D., President (1922)
- Mercer University, Macon, Georgia, Spright Dowell, LL.D., President (1911)
- Meredith College, Raleigh, North Carolina, Carlyle Campbell, A.M., LL.D., President (1921)
- Middle Tennessee State Teachers College, Murfreesboro, Tennessee, Q. M. Smith, M.A., President (1928)
- Millsaps College, Jackson, Mississippi, Marion Lofton Smith, Ph.D., President (1912)
- Mines and Metallurgy, College of, El Paso, Texas, D. M. Wiggins, M.A., Ph.D., President (1936)
- Mississippi College, Clinton, Mississippi, D. M. Nelson, Ph.D., LL.D., President (1922)
- Mississippi Southern College, Hattiesburg, Mississippi, J. B. George, Ph.D., President (1929)
- Mississippi State College, State College, Mississippi, G. D. Humphrey, M.A., President (1926)
- Mississippi State College for Women, Columbus, Mississippi, B. L. Parkinson, Ph.D., President (1921)
- Mississippi, University of, University, Mississippi, Alfred B. Butts, M.S., Ph.D., LL.B., Chancellor (1895)
- Morehead State Teachers College, Morehead, Kentucky, H. A. Babb, A.M., President (1930)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

- Murray State Teachers College, Murray, Kentucky, James H. Richmond, LL.D., President (1928)
- Nazareth College, Louisville, Kentucky, Sister Mary Anastasia Coady, Ph.D., President (1938)
- \*Newberry College, Newberry, South Carolina, James C. Kinard, LL.D., Litt.D., President (1936)
- North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, J. W. Harrelson, M.E., Dean (1928)
- North Carolina, University of, Chapel Hill, North Carolina, Frank P. Graham, A.M., LL.D., President (1895)
- North Texas State Teachers College, Denton, Texas, W. J. McConnell, Ph.D., President (1925)
- Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, A.M., S.T.D., President (1923)
- Queens College, Charlotte, North Carolina, Hunter B. Blakely, Th.D., D.D., President (1932)
- Randolph-Macon College, Ashland, Virginia, J. Earl Moreland, M.A., President (1904)
- Randolph-Macon Woman's College, Lynchburg, Virginia, Theodore H. Jack, Ph.D., LL.D., President (1902)
- Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
- Richmond, University of, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
- Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., LL.D., President (1927)
- Rollins College, Winter Park, Florida, Hamilton Holt, Litt.D., LL.D., President (1927)
- Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., LL.D., President (1922)
- Sam Houston State Teachers College, Huntsville, Texas, C. N. Shaver, LL.D., President (1925)
- Shorter College, Rome, Georgia, Paul M. Cousins, M.A., LL.D., President (1923)
- South Carolina, University of, Columbia, South Carolina, J. R. McKissick, A.M., LL.D., President (1917)
- South Georgia Teachers College, Collegeboro, Georgia, M. S. Pittman, A.M., Ph.D., President (1935)
- Southern Methodist University, Dallas, Texas, Umphrey Lee, Ph.D., D.D., President (1921)
- Southwest Texas State Teachers College, San Marcos, Texas, C. E. Evans, M.A., LL.D., President (1925)
- \*Southwestern Louisiana Institute, Lafayette, Louisiana, L. E. Frazer, A.M., President (1925)
- Southwestern, Memphis, Tennessee, Charles E. Diehl, A.M., LL.D., President (1911)
- Southwestern University, Georgetown, Texas, J. W. Bergin, A.B., D.D., President (1915)
- \*Spring Hill College, Spring Hill, Alabama, Wm. D. O'Leary, S.J., M.D., M.A., President (1922)
- State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
- State Teachers College, Florence, Alabama, James Albert Keller, President (1934)

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- State Teachers College, Jacksonville, Alabama, C. W. Daugette, M.Sc., LL.D.,  
President (1935)
- State Teachers College, Livingston, Alabama, N. F. Greenhill, A.M., Ph.D., Pres-  
ident (1938)
- State Teachers College, Troy, Alabama, C. B. Smith, B.S., M.A., President (1934)
- State Teachers College, Radford, Virginia, David W. Peters, Ph.D., President  
(1928)
- Stephen F. Austin State Teachers College, Nacogdoches, Texas, A. W. Birdwell,  
M.A., President (1927)
- Sul Ross State Teachers College, Alpine, Texas, Horace W. Morelock, M. A.,  
LL.D., President (1929)
- Sweet Briar College, Sweet Briar, Virginia, Meta Glass, Ph.D., Litt.D., President  
(1920)
- Tennessee Polytechnic Institute, Cookeville, Tennessee, J. M. Smith, President  
(1939)
- Tennessee, University of, Knoxville, Tennessee, James D. Hoskins, LL.D., Litt.D.,  
President (1897)
- Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D., President  
(1922)
- Texas College of Arts and Industries, Kingsville, Texas, J. O. Loftin, M.A., Pres-  
ident (1933)
- Texas State College for Women, Denton, Texas, L. H. Hubbard, Ph.D., LL.D.,  
President (1923)
- \*Texas Technological College, Lubbock, Texas, Clifford B. Jones, LL.D., President  
(1928)
- Texas, University of, Austin, Texas, Homer P. Rainey, Ph.D., President (1901)
- The Citadel, Charleston, South Carolina, Gen. Charles P. Summerall, LL.D.,  
President (1924)
- Transylvania College, Lexington, Kentucky, Raymond Francis McLain, A.B., Pres-  
ident (1915)
- Tulane University, including H. Sophie Newcomb Memorial College, New Or-  
leans, Louisiana, Rufus C. Harris, LL.D., Jus.D., President (1903)
- Tusculum College, Greenville, Tennessee, Charles A. Anderson, A.M., D.D.,  
President (1926)
- Union College, Barbourville, Kentucky, Conway Boatman, M.A., D.D., President  
(1932)
- University of the South, Sewanee, Tennessee, Alexander Guerry, LL.B., D.C.L.,  
Vice Chancellor (1895)
- Vanderbilt University, Nashville, Tennessee, O. C. Carmichael, M.A., B.Sc.,  
LL.D., Chancellor (1895)
- Virginia Military Institute, Lexington, Virginia, Charles Evans Kilbourne, C.E.,  
LL.D., President (1926)
- Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D.,  
President (1923)
- Virginia, University of, Charlottesville, Virginia, J. L. Newcomb, C.E., D.Sci.,  
President (1904)
- Wake Forest College, Wake Forest, North Carolina, Thurman D. Kitchin, M.D.,  
LL.D., President (1921)
- Washington and Lee University, Lexington, Virginia, Francis P. Gaines, Ph.D.,  
LL.B., President (1895)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.



- Wesleyan College, Macon Georgia, Dice R. Anderson, Ph.D., LL.D., President (1919)
- West Tennessee State Teachers College, Memphis, Tennessee, Robert Claiborne Jones, M.A., President (1927)
- West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., LL.D., President (1925)
- Western Kentucky State Teachers College, Bowling Green, Kentucky, Paul L. Garrett, M.A., LL.D., President (1926)
- William and Mary, College of, Williamsburg, Virginia, John Stewart Bryan, LL.D., President (1921)
- Winthrop College, Rock Hill, South Carolina, Shelton Phelps, Ph.D., LL.D., President (1923)
- Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
- Woman's College of the University of North Carolina, Greensboro, North Carolina, W. C. Jackson, S.B., LL.D., Dean (1921)

#### FOUR-YEAR MEMBER COLLEGES ON PROBATION

- Baylor University, Waco, Texas, Pat M. Neff, M.A., LL.D., Ph.D., President (1914)
- Brenau College, Gainesville, Georgia, Haywood J. Pearce, Ph.D., President (1929)
- Judson College, Marion, Alabama, L. G. Cleverdon, A.M., Ph.D., President (1925)
- Louisiana State University, University, Louisiana, Paul M. Hebert, LL.B., J.S.D., Acting President (1913)
- Lynchburg College, Lynchburg, Virginia, R. B. Montgomery, A.M., B.D., Ph.D., President (1927)
- Trinity University, Waxahachie, Texas, F. L. Wear, A.B., D.D., President (1925)

#### JUNIOR COLLEGES

- Amarillo College, Amarillo, Texas, John F. Mead, A.B., President (1933)
- Armstrong Junior College, Savannah, Georgia, Ernest A. Lowe, B.S.C., President (1940)
- Averett College, Danville, Virginia, Curtis V. Bishop, A.B., A.M., President (1928)
- Belmont Abbey Junior College, Belmont, North Carolina, Vincent G. Taylor, D.D., President (1936)
- Bethel Woman's College, Hopkinsville, Kentucky, John W. Gaines, LL.D., President (1928)
- Brownsville Junior College, Brownsville, Texas, E. C. Dodd, A.M., President (1930)
- Copiah-Lincoln Junior College, Wesson, Mississippi, J. M. Ewing, M.A., President (1936)
- Cumberland College, Williamsburg, Kentucky, James Lloyd Creech, B.S., President (1931)
- East Central Junior College, Decatur, Mississippi, L. O. Todd, President (1939)
- Edinburg College, Edinburg, Texas, R. P. Ward, M.A., Director (1932)
- Emory Junior College, Oxford, Georgia, Geo. S. Roach, A.B., Division Executive (1935)
- Emory Junior College, Valdosta, Georgia, Hollis Edens, A.B., Dean (1935)
- Georgia Military College, Milledgeville, Georgia, Joseph H. Jenkins, M.A., President (1940)
- Georgia Southwestern College, Americus, Georgia, Peyton Jacob, M.A., President (1932)

- Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
- Hardin Junior College, Wichita Falls, Texas, H. D. Fillers, M.A., President (1939)
- Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi, C. J. Darby, B.S., President (1929)
- Hinds Junior College, Raymond, Mississippi, George M. McLendon, M.A., President (1928)
- Holmes County Junior College, Goodman, Mississippi, Major C. McDaniel, President (1934)
- John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., LL.D., President (1926)
- Jones County Junior College, Ellisville, Mississippi, M. P. Bush, B.S., President (1940)
- Junior College of Augusta, Augusta, Georgia, E. W. Hardy, B.A., M.A., President (1926)
- Kilgore Junior College, Kilgore, Texas, Basil Earl Masters, Dean and Active Executive (1939)
- Lamar College, Beaumont, Texas, C. W. Bingham, A.M., President (1929)
- Lon Morris College, Jacksonville, Texas, C. E. Peeples, B.A., M.A., B.D., President (1927)
- Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
- Mars Hill College, Mars Hill, North Carolina, Hoyt Blackwell, Th.M., D.D., President (1926)
- Middle Georgia College, Cochran, Georgia, L. H. Browning, B.A., President (1933)
- Mount St. Joseph Junior College, Maple Mount, Kentucky, Mother M. Teresita Thompson, President (1933)
- Nazareth Junior College, Nazareth, Kentucky, Sister M. Ignatius (1929)
- North Georgia College, Dahlonega, Georgia, J. C. Rogers, A.M., President (1935)
- North Texas Agricultural College, Arlington, Texas, E. E. Davis, M.A., Dean (1939)
- Paris Junior College, Paris, Texas, J. R. McLemore, M.A., President (1934)
- Pearl River College, Poplarville, Mississippi, R. E. L. Sutherland, M.A., President (1929)
- Pikeville College, Pikeville, Kentucky, Harry Means Crooks, LL.D., President (1931)
- \*Sacred Heart College, Louisville, Kentucky, Mother Roberta, President (1933)
- San Angelo College, San Angelo, Texas, Wilson H. Elkins, Ph.D., President (1936)
- St. Bernard College, St. Bernard, Alabama, Rt. Rev. Boniface Seng, O.S.B., M.A., President (1932)
- St. Mary's School, Raleigh, North Carolina, Mrs. Ernest Cruikshank, M.A., President (1927)
- St. Petersburg Junior College, St. Petersburg, Florida, R. B. Reed, M.A., President (1931)
- Schreiner Institute, Kerrville, Texas, James J. Delaney, M.A., Litt.D., President (1934)
- Southern Junior College, Collegedale, Tennessee, John C. Thompson, B.A., B.S., M.A., President (1936)
- South Georgia College, Douglas, Georgia, Joseph M. Thrash, President (1934)
- Sue Bennett College, London, Kentucky, Kenneth C. East, M.A., President (1932)
- \*Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
- Sunflower County Junior College, Moorhead, Mississippi, P. M. West, A.B., A.M., President (1930)

\*Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

- Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)  
 Texarkana Junior College, Texarkana, Texas, H. W. Stilwell, M.A., President (1931)  
 Texas Lutheran College, Seguin, Texas, Wm. F. Kraushaar, M.A., President (1940)  
 Tyler Junior College, Tyler, Texas, J. M. Hodges, M.A., President (1931)  
 Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., Litt.D., LL.D., President (1925)  
 Ward-Belmont School, Nashville, Tennessee, J. E. Burk, Ph.D., President (1925)  
 West Georgia College, Carrollton, Georgia, I. S. Ingram, M.A., President (1936)  
 Young Harris College, Young Harris, Georgia, T. J. Lance, A.M., Ped.D., President (1938)

## MEMBER JUNIOR COLLEGES ON PROBATION

- Andrew College, Cuthbert, Georgia, Frank S. C. Olliff, President (1927)

## LIST OF FOUR-YEAR NON-MEMBER COLLEGES\*

\* The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. The inclusion of their names on the non-member list from which teachers may be drawn is not a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by the Association.

*Georgia*

Bessie Tift College, Forsyth  
 LaGrange College, LaGrange  
 Piedmont College, Demorest

*Kentucky*

Kentucky Wesleyan College, Winchester

*Mississippi*

Belhaven College, Jackson

*North Carolina*

Elon College, Elon College  
 Flora Macdonald College, Red Springs

*South Carolina*

Lander College, Greenwood  
 Presbyterian College, Clinton

*Tennessee*

Cumberland University, Lebanon  
 King College, Bristol  
 Milligan College, Milligan College  
 Tennessee College, Murfreesboro  
 Union University, Jackson

*Texas*

Abilene Christian College, Abilene  
 Howard Payne College, Brownwood  
 St. Mary's University, San Antonio  
 Texas Wesleyan College, Fort Worth



LIST OF MEMBER SCHOOLS OF THE SOUTHERN  
ASSOCIATION, APRIL 12, 1940

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
ALABAMA			
Andalusia; P., 3*; J. H. Johnson	17	511	1914
Anniston; P., 3; P. G. Myer	25	767	1926
Auburn			
Lee County High School; P., 3; J. A. Parrish	14	326	1925
Bessemer			
High School; P., 4*; J. A. Davis	37	892	1917
Hueytown High School; P., 4; H. F. Gilmore	22	585	1940
Birmingham			
Ensley High School; P., 4; E. E. Sechriest	74	2,027	1913
Jones Valley High School; P., 3; C. W. Phillips	23	584	1940
Loulie Compton Seminary; Pr., 4; Mrs. L. E. Heinmiller	5	23	1923
Misses Howard's School; Pr., 4; V. Pearl Howard	5	55	1933
Minor High School; P., 4; W. C. Petty	21	580	1940
Phillips High School; P., 4; Sellers Stough	98	2,686	1913
Ramsay Technical High School; P., 4; T. C. Young	46	1,234	1932
Shades-Cahaba High School; P., 3; J. M. Ward	21	595	1923
West End High School; P., 4; N. H. Price	40	1,065	1933
Woodlawn High School; P., 4; N. B. Hendrix	83	2,266	1923
Brewton			
T. R. Miller High School; P., 3; Otis S. Spears	10	204	1930
Brundidge			
Pike County High School; P., 3; J. E. Jernigan	12	321	1929
Carbon Hill; P., 4; Jas. S. Brown	13	324	1940
Centerville			
Bibb County High School; P., 5; Geddes Self	16	395	1921
Clanton			
Chilton County High School; P., 3; Patterson Hicks	17	407	1927
Cullman			
Cullman County High School; P., 4; J. C. Lewis	18	395	1921
Fairview High School (R. 2); P., 3; W. L. Davis	12	335	1933
Sacred Heart Academy; Pr., 4; Mother Annunciata	10	84	1936
Deatsville			
Holtville High School; P., 3; James Chrietzberg	16	332	1930
Decatur			
Senior High School; P., 3; W. T. Jordan	14	379	1913
Dothan; P., 3; T. G. Vaughan	17	410	1914
Eclectic			
Elmore County High School; P., 3; J. P. Howard	13	357	1934
Eufaula; P., 4; O. B. Carter	9	168	1913
Fairfield; P., 3; W. H. McMurtry	19	416	1923

\* In this list, 3 means Senior High School organization, usually as part of a 6-3-3 plan;  
4 means a four-year High School, usually part of a 7-4 or 8-4 organization, etc.

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>ALABAMA—Continued</i>			
Floral			
Covington County High School; P., 3; Hugh L. Taylor	11	251	1925
Florence			
Coffee High School; P., 4; J. W. Powell	24	673	1920
Foley; P., 3; W. R. Bennett	12	339	1928
Fort Payne			
DeKalb County High School; P., 3; W. W. Brown	15	345	1932
Gadsden; P., 4; J. D. Samuels	35	937	1913
Guntersville			
Marshall County High School; P., 3; W. D. Newman	16	554	1922
Hartselle			
Morgan County High School; P., 3; W. J. Terry	12	288	1926
Huntsville; P., 4; J. R. Hines	17	456	1913
Lafayette; P., 3; J. M. Briscoe	10	234	1926
Marion			
Marion Institute; Pr., 4; L. H. Baer	10	33	1926
Perry County High School; P., 3; L. G. Walker	14	272	1930
McCalla			
McAdory High School; P., 4; Mrs. H. H. King	12	255	1940
Mobile			
Convent of Mercy High School; Pr., 4; Sister M. Clotilde	6	100	1936
Murphy High School; P., 4; K. J. Clark	110	3,020	1912
University Military School; Pr., 3; Wm. S. Pape	5	69	1900
Montevallo; P., 3; W. F. Tidwell	22	429	1923
Montgomery			
Sidney Lanier High School; P., 3; J. S. McCants	65	1,645	1913
Northport			
Tuscaloosa County High School; P., 3; Mrs. Carrie M. Rutledge	27	780	1927
Opelika			
Clift High School; P., 3; R. B. Mardre	20	449	1917
Opp; P., 3; H. N. Lee	13	357	1925
Ozark			
Dale County High School; P., 3; W. E. Snuggs	20	471	1926
Piedmont; P., 3; B. A. Buchanan	11	320	1930
Pike Road; P., 3; T. A. Belser	6	85	1921
Quinton			
West Jefferson; P., 4; J. G. Manuel	12	247	1940
Ramer			
Montgomery County High School; P., 3; P. H. Harris	12	264	1921
Roanoke			
Handley High School; P., 3; B. F. Simms	9	212	1930
St. Bernard; Pr., 4; Rev. Urban White	20	109	1922
Selma; P., 3; T. M. Bonner	19	445	1913

## LIST OF MEMBER SCHOOLS, 1940—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
ALABAMA—Continued			
Sheffield ; P., 3 ; Ray Black	10	253	1920
Talladega ; P., 5 ; W. P. McLure	16	398	1914
Tarrant			
Jefferson County High School ; P., 3 ; Wm. J. Baird	23	571	1940
Thorsby			
Thorsby Institute ; Pr., 4 ; Helen C. Jenkins	8	81	1923
Troy ; P., 3 ; W. M. Hughes	16	441	1920
Tuscaloosa ; P., 3 ; Clara L. Verner	32	731	1914
Tuscumbia			
Deshler High School ; P., 4 ; R. E. Thompson	13	373	1926
Tuskegee ; P., 3 ; J. D. Jackson	10	266	1929
Union Springs ; P., 3 ; C. E. McNair	9	201	1927
Uniontown ; P., 3 ; J. S. Branyon	7	131	1925
Valley Head ; P., 3 ; Jos. L. Peterson	10	196	1940
Total (Number schools 68)	1,446	36,004	
Average per school	21	529	

## FLORIDA

Alva ; P., 6 ; J. W. Moore	5	71	1931
Apopka ; P., 6 ; H. J. Laney	11	190	1929
Auburndale ; P., 6 ; S. B. Groom	10	260	1925
Avon Park ; P., 6 ; Stanley N. Reeves	13	309	1923
Boynton ; P., 6 ; Leslie B. Crane	7	108	1928
Bradenton ; P., 4 ; C. B. Quillian	28	591	1929
Brandon ; P., 3 ; E. F. McLane	13	220	1929
Bushnell			
Sumter County High School ; P., 6 ; James T. Campbell	10	239	1925
Clearwater ; P., 3 ; E. W. McMullen	18	463	1914
Clermont-Mineola ; P., 6 ; A. D. Fleshman	7	155	1928
Cocoa ; P., 6 ; E. B. Henderson	11	314	1925
Coral Gables			
Ponce de Leon High School ; P., 4 ; H. N. Rath	35	819	1926
St. Theresa's High School ; Pr., 4 ; Sr. M. Norberta	6	128	1933
Crescent City ; P., 6 ; J. S. Hand	10	177	1936
Cross City			
Dixie County High School ; P., 6 ; Sam H. Moorser	14	418	1929
Dade City			
Pasco County High School ; P., 4 ; H. Dale Smith	12	335	1934
Dania			
South Broward High School ; P., 6 ; E. A. Crudup	13.5	303	1924
Daytona Beach			
Daytona Beach High (Mainl.) ; P., 4 ; W. B. Treloar	26	548	1914



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Seabreeze High School ; P., 6 ; R. J. Longstreet	21	411	1920
DeFuniak Springs			
Walton County High School ; P., 4 ; A. E. Blewett	15	385	1927
DeLand ; P., 3 ; M. J. Perret	16	352	1918
Delray ; P., 6 ; Edward Cook	12	200	1922
Dunnellon ; P., 6 ; O. C. Wilson	5	100	1922
Eau Gallie ; P., 6 ; Fred Huffstutler	5	69	1926
Eustis ; P., 6 ; F. J. Banning	16	326	1923
Fernandina ; P., 4 ; P. T. Delavan	7	104	1940
Fort Lauderdale ; P., 6 ; Roy E. Hope	46	1,003	1918
Fort Myers ; P., 3 ; E. P. Greene	16	419	1914
Fort Pierce			
St. Lucie County High School ; P., 6 ; Thomas R. Barr	25	625	1918
Gainesville			
Gainesville High School ; P., 6 ; F. W. Buchholz	35	906	1914
P. K. Yonge Laboratory School ; P., 6 ; G. Ballard			
Simmons	17	240	1934
Gonzalez			
Tate Agricultural High School ; P., 6 ; O. A. Strange	14	395	1936
Graceville ; P., 3 ; D. R. Allen	11	275	1938
Groveland ; P., 6 ; Leo L. Boles	6	150	1926
Homestead			
Homestead High School ; P., 6 ; B. M. Hindman	18	301	1921
Redland High School ; P., 6 ; Carl Wagner	17	267	1926
Jacksonville			
Bartram School ; Pr., 6 ; Olga L. Pratt	8	43	1939
The Bolles School ; Pr., 6 ; A. W. Clemens	15	127	1933
Immaculate Conception High ; Pr., 4 ; Rev. T. G. Jones	5	88	1934
Andrew Jackson High School ; P., 3 ; M. A. Demorest	60	1,546	1927
Landon Junior-Senior High ; P., 6 ; W. H. Turney	56	1,347	1927
Robert E. Lee High School ; P., 3 ; J. W. Gilbert	63	1,759	1927
St. Joseph's Academy ; Pr., 4 ; Sr. M. Monica	5	72	1933
St. Paul's High School ; Pr., 4 ; Rev. D. A. Lyons	6	140	1931
Jacksonville Beach			
D. U. Fletcher High School ; P., 6 ; Frank A. Doggett	23	417	1939
Key West			
Convent of Mary Immaculate ; Pr., 4 ; Sr. Catherine			
Semmes	4	49	1933
Key West High School ; P., 3 ; Horace O'Bryant	10	271	1924
Kissimmee			
Osceola High School ; P., 6 ; D. B. Shaver	15	334	1914
Lake City			
Columbia High School ; P., 4 ; J. F. Eastham	20	415	1923
Lake Wales ; P., 4 ; F. S. McLaughlin	13	257	1924
Lake Worth ; P., 4 ; L. M. Hamblin	17	349	1922

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Largo; P., 6; R. J. Knight	14	353	1915
Leesburg; P., 6; J. F. Arnold	20	544	1915
Maitland			
Forest Lake Academy; Pr., 4; Kenneth A. Wright	10	155	1934
Marianna			
Jackson County High School; P., 6; J. T. Kelley	19	469	1925
Melbourne; P., 6; J. F. Turner	11	277	1925
Melrose; P., 6; D. S. Westbury	6	111	1939
Miami			
Gesu High School; Pr., 4; Sr. M. Constance	9	196	1929
Miss Harris' Florida School; Pr., 4; Julia F. Harris	9	37	1934
Miami Edison Senior High; P., 4; J. G. Fisher	81	1,889	1921
Miami Military Academy; Pr., 6; J. R. Williams	6	21	1927
Miami Senior High School; P., 3; W. R. Thomas	89	2,089	1914
Miami Beach			
Miami Beach Senior High School; P., 3; Sidney H. Ellison	30	523	1927
St. Patrick's High School; Pr., 4; Sr. M. Ann Terence	6	94	1933
Milton			
Santa Rosa High School; P., 4; N. O. Smyth	10	268	1924
Montverde; Pr., 6; H. P. Carpenter	9	126	1927
Moore Haven; P., 6; Oscar Smith	7	141	1936
Mount Dora; P., 6; D. D. Roseborough	8	178	1925
Mulberry; P., 3; W. H. Purcell	9	183	1925
New Port Richey			
Gulf High School; P., 6; J. M. Lanier	10	189	1929
New Smyrna; P., 6; H. A. Schubiger	20	437	1917
Ocala; P., 4; T. D. Bailey	18	474	1914
Ocoee; P., 6; R. G. Pitman	12	201	1925
Okeechobee; P., 6; M. G. Donaldson	10	234	1923
Orlando			
Orlando Senior High School; P., 3; W. R. Boone	45	1,357	1920
St. James High School; Pr., 4; Sr. M. Augustine	5	86	1938
Pahokee; P., 6; D. D. Caudill	14	338	1938
Palatka			
Putnam County High School; P., 6; G. C. Roberts	20	572	1936
Palmetto; P., 6; W. P. Davidson	22	372	1918
Panama City			
Bay County High School; P., 4; W. S. Weaver	28	727	1923
Pensacola			
Pensacola High School; P., 3; J. H. Workman	42	1,230	1918
St. Michael's High School; Pr., 4; Sr. M. Consuella	5	92	1928
Perry			
Taylor County High School; P., 6; C. J. Bowman	18	478	1936
Plant City; P., 3; V. D. Beckner	19	426	1914

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Pompano; P., 6; E. G. Owens	9	194	1927
Punta Gorda			
Charlotte County High School; P., 6; P. E. Walker	10	244	1931
Quincy			
Gadsden County High School; P., 6; J. A. Shanks	20	459	1914
Reddick; P., 6; S. T. Lastinger	8	197	1938
River Junction			
Chattahoochee High School; P., 6; J. E. Williams	11	221	1934
St. Augustine			
Ketterlinus High School; P., 4; J. A. Crookshank	18	427	1938
St. Joseph's Academy; Pr., 4; Sr. Theresa Joseph	6	122	1924
St. Cloud; P., 6; E. L. Beeson	13	252	1924
St. Leo Academy; Pr., 6; Father Ernest Schultz	13	77	1921
St. Petersburg			
Florida Military Academy; Pr., 4; L. G. Jones	15	115	1914
St. Paul's School; Pr., 4; Sr. M. Clarita	5	102	1933
St. Petersburg High School; P., 3; A. J. Geiger	62	1,702	1914
Sanford			
Seminole High School; P., 4; G. E. McKay	23	582	1924
Sarasota; P., 3; C. C. Strode	16	379	1918
Sebring; P., 6; M. M. Ferguson	13	354	1923
Stuart; P., 6; L. C. Clements	12	264	1939
Tallahassee			
Florida High School; P., 6; R. L. Goulding	14	142	1930
Leon County High School; P., 6; Otis L. Peacock	44	1,194	1914
Tampa			
Academy of Holy Names; Pr., 4; Sr. Mary Michaelina	6	58	1927
Hillsborough High School; P., 3; Vivian Gaither	82	2,427	1914
H. B. Plant High School; P., 3; C. Phil Peters	32	1,055	1927
Sacred Heart Academy; Pr., 4; Rev. J. H. McAtee	5	83	1938
Tampa College High School; Pr., 4; Rev. J. P. McHugh	9	143	1924
Tarpon Springs; P., 6; W. B. Feagle	14	390	1940
Tavares; P., 6; P. F. Colbert	8	179	1928
Titusville; P., 6; Paul E. Peters	12	232	1925
Umatilla; P., 4; Ellis Moore	9	121	1925
Vero Beach; P., 6; C. M. Williams	20	448	1924
Wauchula			
Hardee County High School; P., 4; J. K. Chapman	18	467	1914
West Palm Beach			
Palm Beach High School; P., 6; H. L. Watkins	68	1,398	1914
St. Ann's High School; Pr., 4; Sr. Mary Edmund	5	110	1930
Wildwood; P., 4; Emmett S. Walden	10	187	1928
Wimauma; P., 6; J. Leon Alderman	7	150	1930
Winter Garden			
Oakland-Winter Garden High; P., 6; Mrs. J. S. Kirton	13	292	1930



## LIST OF MEMBER SCHOOLS, 1940—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA—Continued			
Winter Haven; P., 6; J. M. Leps	26	709	1934
Winter Park; P., 6; R. J. Lehman	19	420	1923
Total (Number schools 120)	2,187	50,153	
Average per school	18	418	
GEORGIA			
Adel			
Sparks-Adel High School; P., 4; Frank M. Hughes	13	308	1933
Albany; P., 4; B. D. Lee	21	608	1915
Americus; P., 4; S. C. Haddock	12	317	1917
Arlington; P., 4; M. W. Branch	5	77	1929
Athens			
High School; P., 3; E. B. Mell	20	538	1913
University High School; P., 4; E. S. Cristenbury	13	189	1931
Atlanta			
Boys' High School; P., 3; H. O. Smith	36	1,132	1913
Fulton High School; P., 4; J. E. White	31	782	1918
Girls' High School; P., 3; Mary C. Moore	53	1,534	1914
Marist College High School; Pr., 3; P. H. Dagneau	9	191	1927
North Ave. Presbyterian High School; Pr., 4; Thyrsa S. Askew	9	124	1921
North Fulton High School; P., 4; W. F. Dykes	41	1,152	1932
Tech High School; P., 3; W. O. Cheney	61	1,592	1917
University High School; Pr., 4; J. M. Collier	4	40	1913
Washington Seminary; Pr., 4; Emma B. Scott	15	183	1927
West Fulton High School; P., 4; E. P. McIlwain	23	678	1939
Augusta			
Academy of Richmond County; P., 4; Eric W. Hardy	35	1,088	1911
Tubman High School; P., 4; T. H. Garrett	39	1,080	1911
Bainbridge; P., 4; E. G. Elcan	9	256	1917
Barnesville			
Gordon Military Academy; P., 4; J. E. Guillebeau	18	295	1913
Blackshear; P., 4; Alfred L. Davis	11	266	1913
Blakely; P., 4; Alex Carswell	8	212	1937
Blue Ridge; P., 4; T. B. Clyburn, Jr.	6	125	1934
Blythe; P., 6; Roy K. Hood	6	98	1924
Brunswick			
Glynn County Academy; P., 4; Sidney Boswell	23	640	1914
Buford; P., 4; L. S. Adams	7	140	1929
Calhoun; P., 4; J. H. House	7	165	1923
Camilla; P., 4; W. T. Burt	9	175	1935
Canton; P., 4; N. R. Haworth	18	470	1924
Carrollton; P., 4; M. C. Wiley	9	209	1926

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Cartersville; P., 4; W. H. Brandon	9	254	1915
Cedartown; P., 4; J. E. Purks	15	472	1913
Chamblee; P., 4; M. E. Smith	11	246	1934
Chickamauga			
Gordon Lee High School; P., 4; W. M. Patterson	8	163	1932
Claxton; P., 4; O. H. Joiner	11	251	1927
College Park			
Georgia Military Academy; Pr., 3; Wm. R. Brewster	19	299	1911
Colquitt			
Miller County High School; P., 4; F. L. Ivie	12	295	1933
Columbus; P., 4; T. C. Kendrick	30	890	1913
Commerce; P., 4; S. F. Maughon	8	198	1918
Conyers; P., 4; C. E. Steele	9	185	1931
Cordele; P., 4; D. H. Standard	11	296	1918
Covington; P., 4; C. E. Hawkins	7	178	1917
Cuthbert; P., 4; Homer Drake	9	194	1924
Dalton; P., 4; Walter W. Stancil	17	470	1917
Decatur			
Boys' High School; P., 4; O. L. Amsler	17	416	1921
Girls' High School; P., 4; Daisy Frances Smith	16	453	1921
Douglas; P., 4; L. H. Battle	10	262	1930
Dublin; P., 3; A. J. Hargrove	13	396	1913
Eastanolle			
Stephens County High School; P., 4; T. F. Watson	13	321	1931
East Point			
Wm. Russell High School; P., 4; Paul D. West	39	1,064	1927
Eatonton; P., 4; Charles S. Fincher, Jr.	9	212	1927
Elberton; P., 4; R. E. Hood	11	301	1913
Emory University			
Druid Hills High School; P., 4; Hayden C. Bryant	14	340	1933
Evans; P., 4; Bruce McCollum	5	87	1939
Fitzgerald; P., 4; Fred Ayers	16	396	1914
Fort Gaines; P., 4; H. S. Shearouse	6	103	1934
Fort Valley; P., 4; J. F. Lambert	11	218	1931
Gainesville			
High School; P., 4; C. J. Cheves	16	450	1921
Riverside Military Academy; Pr., 4; Sandy Beaver	36	478	1921
Greensboro; P., 4; C. C. Wills	8	190	1914
Griffin; P., 4; Sam N. Gardner	18	460	1914
Hartwell; P., 4; O. G. Lancaster	14	346	1922
Hawkinsville; P., 4; J. S. Matthews	8	180	1921
Hephzibah; P., 4; W. G. Robertson	6	88	1927
Hogansville; P., 4; C. O. Lam	8	174	1933
Jackson; P., 4; D. V. Spencer	7	134	1926

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Jesup			
Wayne County High School; P., 4; W. G. Nunn	17	282	1929
LaGrange; P., 4; F. M. Chalker	24	657	1916
Lawrenceville; P., 4; F. G. Nelms	9	233	1930
Louisville; P., 4; M. R. Plaxco	8	126	1927
Macon			
A. L. Miller High School; P., 3; H. S. Lasseter	24	780	1916
Lanier High School; P., 4; A. J. Swann	33	1,093	1924
Madison; P., 4; M. L. Van Winkle, Jr.	9	181	1914
Marietta; P., 4; C. A. Keith	17	410	1923
Metter; P., 4; A. O. Lunsford	11	285	1921
Milledgeville			
Georgia Military College; P., 4; J. H. Jenkins	15	281	1928
Peabody High of G. S. C. W.; P., 4; Mildred English	13	221	1936
Millen; P., 4; J. F. Sosby	11	235	1931
Monroe; P., 3; L. D. Haskew	12	242	1924
Montezuma; P., 4; C. E. Stevenson	8	117	1927
Monticello; P., 4; W. F. Blackmon	8	185	1931
Moultrie; P., 4; J. L. Yaden	31	820	1916
Mount Berry			
The Berry Schools; Pr., 4; G. Leland Green	27	430	1922
Mount Vernon			
Brewton-Parker Institute; Pr., 4; A. M. Gates	12	106	1920
Newnan; P., 4; C. B. Matthews	12	344	1913
Norman Park Institute; Pr., 3; Paul F. Carroll	10	196	1920
Oglethorpe; P., 4; C. D. Champion	6	108	1934
Oxford			
Emory University Academy; Pr., 4; George S. Roach	5	50	1920
Pelham; P., 4; W. B. Gaines	8	187	1929
Perry; P., 4; E. P. Staples	10	172	1927
Quitman; P., 4; Allen C. Smith	12	191	1914
Rabun Gap; P., 4; J. C. Tribble	10	101	1939
Rome			
Darlington Academy; Pr., 4; C. R. Wilcox	17	184	1913
Boys' High School; P., 4; B. F. Quigg	17	469	1913
*Girls High School; P., 4; H. C. Brewer	18	501	1940
Savannah			
Benedictine High School; Pr., 4; Benedict Rettger	9	205	1914
Pape School; Pr., 3; Nina A. Pape	8	48	1932
Senior High School; P., 3; John A. Varnedoe	44	1,315	1918
Shellman; P., 4; B. Rumble	7	82	1930
Statesboro; P., 4; S. H. Sherman	11	236	1929
Summerville; P., 4; Geo. C. Sublette	8	176	1939
Sylvania; P., 4; C. L. Miller	9	217	1934
Tallulah Falls Ind. High School; Pr., 4; C. L. Harrell	8	108	1932

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCAT ON, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Tate; P., 4; W. Ransom	5	82	1929
Thomasville; P., 3; H. R. Mahler	14	309	1914
Thomaston			
R. E. Lee Institute; P., 4; Mark A. Smith	27	650	1924
Thomson; P., 4; John H. Morrison	13	233	1930
Tifton; P., 3; G. O. Bailey, Jr.	14	334	1919
Toccoa; P., 4; J. B. Cheatham	11	299	1919
Valdosta; P., 4; A. G. Cleveland	24	634	1913
Vidalia; P., 4; C. E. Lancaster	13	269	1933
Warrenton; P., 4; P. B. Motes	9	169	1928
Waycross; P., 3; Ralph Newton	21	511	1924
Waynesboro; P., 4; J. B. Scoggins	11	180	1919
West Point; P., 4; W. T. Harrison	6	184	1921
Winder; P., 4; H. K. Adams	12	284	1917
Woodbury			
Meriwether County High School; P., 4; T. A. Carmichael	6	85	1927
Wrens; P., 4; J. S. Warren	8	154	1931
Young Harris; Pr., 4; T. Jack Lance	7	80	1928
Total (Number schools 119)	1,767	42,155	
Average per school	15	354	

## KENTUCKY

Alva			
Black Star High School; P., 6; O. G. Roaden	9	251	1935
Anchorage			
Anchorage High School; P., 6; D. D. Moseley	16	353	1923
Ormsby Village High School; P., 6; Anna B. Moss	14	213	1932
Ashland; P., 3; Edgar K. Smith	42	1,122	1914
Barbourville; P., 6; G. R. Boyd	13	296	1931
Beattyville			
Lee County High School; P., 6; T. L. Arterberry	12	307	1931
Belfry; P., 4; C. H. Arnett	17	571	1939
Bellevue; P., 4; George H. Wright	14	336	1914
Benham; P., 6; John A. Dotson	12	355	1931
Benton; P., 4; J. Matt Sparkman	7	225	1929
Berea			
Berea Academy; Pr., 6; C. N. Shutt	47	897	1924
Berea High School; P., 6; John I. Dean	7	120	1930
Blackey			
Stuart Robinson School; Pr., 4; Mrs. R. I. Knox	8	196	1930
Bowling Green			
Bowling Green High School; P., 3; H. B. Gray	14	345	1923



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<b>KENTUCKY—<i>Continued</i></b>			
Western Kentucky State Teachers College High School; P., 6; C. H. Jagers	16	260	1929
Buckhorn Witherspoon College High School; P., 6; W. L. Knuckles, Jr.	23	226	1929
Buechel Fern Creek High School; P., 4; Jack Dawson	11	266	1934
Burgin; P., 6; J. I. Huddleston	5	99	1936
Butler; P., 6; A. B. Arnold	9	255	1932
Calhoun; P., 6; David McEuen, Jr.	11	305	1927
Campbellsville; P., 4; Byron Miller	11	310	1938
Carlisle; P., 4; Nancy E. Talbert	8	181	1924
Carrollton; P., 6; Talton K. Stone	13	369	1918
Catlettsburg; P., 4; Carl Hicks	10	270	1921
Central City; P., 6; George T. Taylor	16	477	1926
Clay; P., 4; J. Edgar Pride	5	134	1932
Clinton Central High School; P., 6; Esco Gunter	10	267	1938
Columbia; P., 6; O. E. Huddle	9	255	1935
Coral Ridge Fairdale High School; P., 4; Charles W. Blake	6	161	1934
Corbin; P., 3; W. E. Burton	15	426	1925
Covington Beechwood High School; P., 6; Mrs. Glorene Hall	7	143	1938
Covington Catholic School; Pr., 4; Charles Reiter	5	140	1929
Dixie Heights High School; P., 6; G. K. Gregory	21	582	1938
Holmes High School; P., 6; H. H. Mills	50	1,991	1913
La Salette Academy; Pr., 4; Sister Victoria Shea	8	192	1930
Notre Dame Academy; Pr., 4; Sister Mary Agnetis	13	322	1924
Villa Madonna Academy; Pr., 4; Sister Aileen Lavell	8	70	1925
Cynthiana; P., 4; W. H. Cason	8	142	1922
Danville; P., 6; Paul B. Boyd	24	602	1921
Dayton; P., 6; William A. Cook	20	509	1921
Earlington; P., 4; Len J. McGinley	5	106	1929
Elizabethtown; P., 4; Mrs. J. T. Willett	7	191	1918
Erlanger Lloyd Memorial High School; P., 6; H. B. Smith	13	405	1931
Falmouth; P., 6; L. H. Lutes	7	184	1928
Fort Thomas Highlands High School; P., 6; Joe W. Austin	30	615	1917
Frankfort; P., 4; C. D. Redding	14	391	1913
Franklin; P., 6; William O. Snoddy	11	247	1925
Fulton; P., 4; W. L. Holland	10	209	1922
Georgetown Garth High School; P., 6; K. G. Gillaspie	11	283	1914

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Glasgow ; P., 4 ; Paul Vaughn	13	328	1925
Greenville ; P., 4 ; V. M. Moseley	13	248	1925
Harlan ; P., 6 ; R. N. Finchum	23	670	1926
Harrodsburg ; P., 4 ; J. K. Powell	12	259	1934
Hazard ; P., 4 ; J. Foley Snyder	14	373	1925
Henderson			
Barrett Manual Training High School ; P., 4 ; Archie Riehl	23	400	1928
Hickman ; P., 4 ; John R. Cooper	7	152	1921
Hindman			
Knott County High School ; P., 4 ; J. F. Smith	12	260	1927
Hopkinsville			
Bethel College Academy ; Pr., 2 ; Charlotte A. Wright	4	14	1939
Hopkinsville High School ; P., 5 ; Charles J. Petrie	26	632	1913
Horse Cave ; P., 6 ; W. B. Owen	7	197	1923
Independence			
Simon Kenton High School ; P., 6 ; R. C. Hinsdale	20	530	1939
Irvine ; P., 4 ; William D. Merrifield	12	321	1935
Jeffersontown ; P., 4 ; S. G. Boyd	9	258	1934
Jenkins ; P., 6 ; O. K. Price	15	525	1932
Lancaster ; P., 6 ; Ann Conrad	16	191	1924
Latonia			
Holy Cross High School ; Pr., 4 ; Sister M. Hilda	10	199	1932
Lebanon ; P., 4 ; J. H. Parker	12	238	1925
Leitchfield ; P., 6 ; Allen Puterbaugh	7	177	1932
Lexington			
Henry Clay High School ; P., 3 ; Charles E. Skinner	37	861	1921
*Lafayette High School ; P., 6 ; A. B. Crawford	47	906	1926
Saint Catherine Academy ; Pr., 4 ; Sister Rose Mary Newman	8	160	1926
Sayre School ; Pr., 4 ; J. C. Hanley	6	45	1939
University High School ; P., 6 ; J. D. Williams	18	187	1921
Louisa ; P., 3 ; Cratis D. Williams	14	221	1926
Louisville			
Atherton Girls High School ; P., 3 ; Emma J. Woerner	36	911	1924
duPont Manual Training High School ; P., 3 ; F. J. Davis	54	1,433	1921
Holy Rosary Academy ; Pr., 4 ; Sister Althaire	6	105	1928
Loretto High School ; Pr., 4 ; Sister Frances Jane	6	90	1926
Louisville Collegiate School ; Pr., 5 ; Dorothy Graff	8	88	1929
Louisville Girls High School ; P., 3 ; S. B. Tinsley	43	1,188	1913
Louisville Male High School ; P., 3 ; W. S. Milburn	56	1,689	1913
Okolona High School ; P., 4 ; T. T. Knight	11	305	1934

\*Lafayette High School is a consolidated school, including Bryan Station High School (accredited in 1932) and Picadome High School (accredited in 1926).

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<b>KENTUCKY—<i>Continued</i></b>			
Presentation Academy; Pr., 4; Sr. Mary Aquinas Kelleher	13	324	1925
Sacred Heart Academy; Pr., 4; Sister M. Casilda	14	190	1926
Shawnee High School; P., 3; Robert B. Clem	35	967	1931
Ursuline Academy; Pr., 4; Sister Sylvester	20	467	1927
Ludlow; P., 6; J. F. Tanner	17	383	1926
Lynch; P., 6; H. L. Cash	15	478	1936
Lyndon			
Kentucky Military Institute; Pr., 4; C. B. Richmond	17	213	1925
Madisonville; P., 4; C. I. Henry	16	368	1919
Maple Mount			
Mt. St. Joseph Academy; Pr., 4; Sister Eugenia Scherm	10	101	1926
Mayfield; P., 4; J. P. Glasgow	19	392	1916
May's Lick; P., 6; Emery H. White	7	132	1922
Maysville; P., 6; Roy Knight	19	332	1921
Middlesboro; P., 4; P. L. Hamlett	20	487	1922
Midway			
Kentucky Female Orphan School; Pr., 5; Mrs. Gene Bridges Wilder	13	204	1929
Midway High School; P., 6; G. L. Burns	7	135	1930
Millersburg			
Millersburg Military Institute; Pr., 4; W. R. Nelson	8	83	1925
Minerva; P., 6; Zearl Davis	7	148	1934
Monticello; P., 6; R. F. Peters	6	191	1929
Morehead			
Morehead State Teachers College High School; P., 6; Warren C. Lappin	8	149	1929
Morgan; P., 6; Palmore Lyles, M. P. Laster	8	170	1936
Morganfield; P., 4; William F. Russell	11	317	1920
Mount Sterling; P., 4; K. H. Harding	13	293	1928
Mount Vernon; P., 6; Lester McHargue	9	285	1933
Munfordville; P., 6; H. R. Riley	5	136	1928
Murray			
Murray High School; P., 6; Ed Filbeck	15	264	1924
Murray Training School; P., 6; C. M. Graham	8	228	1934
Nazareth; Pr., 4; Sister Margaret Gertrude	23	55	1920
Newport; P., 4; J. L. Cobb	35	991	1913
Nicholasville; P., 6; Mrs. Lucile B. Hare	13	353	1926
Olive Hill; P., 6; D. W. Qualls	14	407	1936
Owensboro			
Owensboro Senior High School; P., 3; J. W. Snyder	26	566	1913
Saint Frances Academy; Pr., 4; Sr. Anna Louise Mattingly	8	196	1929
Owenton; P., 6; Henry A. Adams	8	198	1934

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Paducah			
Saint Mary's Academy; Pr., 4; Sister Teresa Frances	7	108	1933
Tilghman High School; P., 3; Walter C. Jetton	31	666	1913
Paintsville; P., 5; R. G. Huey	11	306	1927
Paris; P., 6; F. A. Scott	20	439	1915
Pikeville			
Pikeville College Academy; Pr., 4; Patty Houston	10	56	1925
Pikeville High School; P. 4; T. W. Oliver	18	460	1925
Pineville; P., 6; J. C. Eddleman	14	364	1925
Prestonsburg; P., 4; Claybourne Stephens	12	368	1931
Princeton			
Butler High School; P., 4; C. A. Horn	13	340	1923
Providence; P., 6; L. A. Traylor	13	367	1926
Raceland; P., 4; E. B. Whalin	11	184	1934
Richmond			
Madison High School; P., 6; A. L. Lassiter	15	324	1925
Model High School; P., 6; J. Dorland Coates	9	132	1925
Russell; P., 4; J. H. Bradshaw	15	344	1925
Russellville; P., 6; C. T. Canon	11	276	1926
Saint Catharine; Pr., 4; Sister Amadeus	13	65	1925
Saint Vincent; Pr., 4; Sister Mary Leander Eiting	4	46	1924
Shelbyville; P., 6; C. Bruce Daniel	14	355	1924
Somerset; P., 4; W. B. Jones	22	506	1921
Springfield; P., 4; Bennett R. Lewis	6	118	1933
Stanford; P., 6; J. T. Embry	9	208	1925
Sturgis; P., 4; William T. McGraw	13	398	1913
Valley Station			
Valley High School; P., 4; Bruce D. Brown	15	450	1936
Versailles			
Margaret Hall School; Pr., 6; The Rev. Mother Rachel	8	40	1936
Versailles High School; P., 6; George Yates	15	425	1926
Williamsburg			
Cumberland College Academy; Pr., 4; Besse Mahan			
Rose	11	37	1930
Williamsburg High School; P., 4; C. A. Rose	8	182	1927
Williamstown; P., 6; O. M. Lassiter	5	142	1932
Winchester			
Clark County High School; P., 4; Z. A. Horton	10	235	1931
Winchester High School; P., 6; Frank J. Ogden	18	430	1924
Total (Number schools 145)	2,135	49,907	
Average per school	15	344	



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA			
Abbeville; P., 4; R. E. May	14	349	1940
Alexandria			
Bolton; P., 4; S. M. Brame	48	1,291	1915
Poland (Rt. 2); P., 4; L. M. Nabours	5	100	1929
Amite; P., 4; R. W. Russell	13	297	1920
Arcadia; P., 4; E. R. Hester	7	152	1924
Athens; P., 4; R. W. Atkins	7	118	1931
Baskin; P., 4; F. E. Lyles	8	124	1926
Bastrop; P., 4; S. G. Lucky	19	514	1923
Baton Rouge			
High School; P., 3; Miss Reine Alexander	44	1,256	1917
Istrouma; P., H. P. Overton	23	667	1926
St. Joseph's Academy; Pr., 4; Sister Frances	10	231	1931
University; P., 4; John R. Shoptaugh	18	206	1915
Belcher; P., 4; J. T. Ratliff	5	87	1929
Bernice; P., 4; M. A. Price	11	200	1940
Bienville; P., 4; V. W. Barber	6	94	1932
Bogalusa; P., 4; Ward Johnson	32	1,006	1917
Boyce; P., 4; C. R. Sanders	8	184	1920
Breaux Bridge			
High School; P., 4; A. J. Cormier	6	151	1931
Cecilia (Rt. 1) P., 4; Wilburn R. Angelle	6	145	1930
Bunkie; P., 4; C. G. Snoddy	11	225	1926
Campti; P., 4; C. G. Cloutier	5	91	1932
Castor; P., 4; E. R. Minchew	9	144	1932
Cheneyville; P., 4; C. H. Downs	4	67	1927
Church Point; P., 4; T. L. Lougarre	11	237	1936
Columbia; P., 4; H. S. Bankston	9	225	1934
Cotton Valley; P., 4; R. O. Machen	10	229	1929
Coushatta; P., 4; L. C. Curry	8	182	1930
Covington			
Elmer E. Lyon; P., 4; James Plummer	19	483	1925
Crowley; P., 4; Guy P. Lucas	20	505	1921
Delhi; P., 4; W. D. Hawthorne	10	185	1919
DeQuincy; P., 4; C. W. Hanchey	11	269	1920
DeRidder; P., 4; Roe R. Browne	17	337	1921
Donaldsonville; P., 4; B. C. Alwes	12	275	1922
East Point; P., 4; Edward Horton	4	58	1939
Edgard; P., 4; Charles Broussard	8	124	1922
Elizabeth; P., 4; K. C. Smith	6	98	1926
Ferriday; P., 4; Hugh A. Bateman	8	173	1929
Florien; P., 4; Roy Alford	8	119	1934
Forest Hill; P., 4; W. S. Campbell	5	107	1930
Franklin; P., 4; E. A. Crowell	12	301	1921
Gibbsland; P., 4; H. L. Nobles	8	137	1932

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>LOUISIANA—Continued</i>			
Gilbert; P., 4; B. R. Gunn	6	133	1924
Glenmora; P., 4; George R. Mays	9	216	1922
Grand Bayou; P., 4; Lloyd Johnson	4	46	1930
Greenwood; P., 4; L. B. Rusheon	8	156	1930
Gretna; P., 4; Miss Helen Cox	25	569	1922
Gueydan; P., 4; T. L. Bush	12	243	1927
Hammond; P., 4; Ralph Shaw	20	485	1920
Haynesville; P., 4; L. W. Ferguson	21	451	1925
Homer; P., 4; H. G. Robinson	13	292	1921
Houma			
Terrebonne; P., 4; E. L. Talbot	28	827	1914
Hosston, P., 4; J. W. Freeman	5	89	1931
Ida; P., 4; G. M. Middleton	8	144	1929
Independence; P., 4; T. B. Pugh, Jr.	14	387	1921
Jeanerette; P., 4; W. L. Colvin	9	144	1926
Jennings; P., 4; P. E. Wilson	13	351	1918
Jonesville			
Block; P., 4; F. H. Shiel	10	193	1940
Kenner; P., 4; S. J. Barbre	12	181	1928
Kentwood; P., 4; Paul A. Kennon	11	234	1923
Kinder; P., 4; R. G. Hanchey	8	133	1926
Lafayette; P., 4; Robert E. Chaplin	32	866	1926
Lake Charles			
High School; P., 4; G. W. Ford	22	619	1921
La Grange; P., 4; J. J. Verrett	12	315	1940
Lake Providence; P., 4; C. E. Holly	8	239	1921
Lecompte; P., 4; R. E. Galloway	8	205	1922
Leesville; P., 4; A. H. Nanney	13	301	1925
Lisbon; P., 4; M. J. Haynes	8	114	1925
Logansport; P., 4; Jack R. Gamble	9	188	1930
Longstreet; P., 4; R. A. Wagley	4	75	1931
Lutcher; P., 4; J. F. Guglielmo	13	357	1932
Mangham; P., 4; T. A. Judd	13	254	1928
Mansfield; P., 4; I. C. Strickland	12	258	1925
Many; P., 4; J. T. Leopold	11	246	1929
Marion; P., 4; J. W. Melton	9	159	1939
Marksville; P., 4; Miss Lolita Guilbeau	11	231	1925
Mer Rouge; P., 4; W. C. Jordan	5	82	1928
Merryville; P., 4; G. L. Heard	9	147	1920
Minden			
High School; P., 4; S. R. Emmons	18	388	1921
Harris (Rt. 2); P., 4; P. C. Robert	5	63	1926
Monroe			
Neville; P., 4; Paul J. Neal	19	434	1918
Ouachita Parish; P., 4; Jack Hayes	65	1,840	1914

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRD- ITED
LOUISIANA— <i>Continued</i>			
Mooringsport; P., 4; Lloyd E. Walker	8	148	1930
Morgan City; P., 4; H. S. Hover	13	308	1921
Napoleonville; P., 4; William P. Blanchard	7	138	1922
Natchitoches; P., 4; A. B. Simpson	19	372	1926
New Iberia; P., 4; C. M. Bahun	22	571	1920
New Orleans			
Alcee Fortier; P., 4; John R. Conniff	73	2,072	1931
Academy of the Sacred Heart; Pr., 4; Mother Louise Callan	8	87	1927
Eleanor McMain; P., 4; Miss Alice Leckert	56	1,408	1932
Holy Cross; Pr., 4; Walter A. Grindel	23	507	1925
Isidore Newman; Pr., 6; Dr. C. C. Henson	23	300	1913
Jefferson (Rt. 2); P., 4; J. V. Fairchild	15	230	1930
Jesuit; Pr., 4; Rev. Joseph C. Mulhern	35	765	1926
John McDonough; P., 4; Miss Josephine Thomas	59	1,414	1922
Louise S. McGehee, Pr., 4; Mrs. Nina Preot Davis	12	116	1921
Martin Behrman; P., 4; Miss Alice Hart	17	369	1934
Metairie Ridge; P., 4; Clarence Snelling	21	482	1929
Metairie Park Country Day; Pr., 6; Ralph E. Boothby	13	78	1935
St. Joseph's Academy; Pr., 4; Sister M. Elizabeth	11	286	1932
Sophie B. Wright; P., 4; Miss Eleanor E. Riggs	46	1,214	1922
St. Mary's Dominican; Pr., 4; Sister Mary Clara	15	247	1927
Ursuline; Pr., 4; Mother Thomas Voorhies	9	148	1928
Warren Easton; P., 4; F. Gordon Eberle	58	1,695	1917
Oakdale; P., 4; A. W. Durham	14	308	1925
Oil City; P., 4; W. F. Bozeman	9	179	1926
Patterson; P., 4; P. S. Bauer	5	83	1922
Pelican; P., 4; J. J. Webb	8	126	1925
Plaquemine; P., 4; S. L. Crownover	17	362	1922
Ponchatoula; P., 4; W. E. Butler	16	405	1922
Rayne; P., 4; William Sonnier	12	235	1920
Rayville; P., 4; R. S. Hargis	18	542	1924
Reserve			
Leon Godchaux; P., 4; Howard Turner	14	402	1931
Ringgold; P., 4; L. V. Noles	9	162	1932
Romeville; P., 4; John D. Lambremont	6	82	1933
Rosedale			
Shady Grove; P., 4; W. L. Rather	7	148	1922
Ruston			
High School; P., 4; H. E. Townsend	22	560	1928
Louisiana Tech; P., 4; R. H. Mount	6	33	1930
St. Francisville			
Julius Freyhan; P., 4; Robert E. Watson	8	122	1931
St. Gabriel; P., 4; J. L. Harbourn	5	92	1934
St. James; P., 4; A. L. Porter	9	213	1932

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>LOUISIANA—Continued</i>			
St. Martinville; P., 4; F. M. Carson	6	203	1925
Saline; P., 4; G. E. Rogers	7	92	1932
Shreveport			
C. E. Byrd; P., 4; G. C. Koffman	80	2,346	1914
Fair Park; P., 4; E. L. Alberson	60	1,606	1930
St. John's High School; Pr., 4; Rev. G. J. Barras	12	135	1925
St. Vincent's High School; Pr., 4; Sister M. Elizabeth	14	108	1929
Sicily Island; P., 4; C. B. Coney	8	108	1931
Slidell; P., 4; L. V. McGinty	13	278	1923
Springhill; P., 4; J. L. Cathcart	12	286	1922
Sulphur; P., 4; I. D. Bayne	13	348	1924
Summerfield; P., 4; F. C. Haley	7	108	1925
Tallulah; P., 4; M. A. Phillips	12	347	1924
Tioga; P., 4; E. H. Aiken	8	221	1930
Ville Platte; P., 4; J. D. LaFleur	15	302	1938
Vinton; P., 4; J. M. Boyet	10	234	1922
Vivian; P., 4; C. L. Mackey	20	430	1922
Welsh; P., 4; George Cousin	9	184	1920
Westwego; P., 4; Miss Stella Worley	19	315	1927
White Castle; P., 4; S. E. Owen	9	168	1922
Winnsboro; P., 4; William B. Glover	12	264	1926
Wisner; P., 4; W. R. Middleton	7	144	1922
Total (Number schools 141)	2,148	49,634	
Average per school	15	352	

*MISSISSIPPI*

Aberdeen; P., 4; C. E. Saunders	9	226	1922
Amory; P., 6; T. N. Touchstone	13	335	1922
Bay St. Louis			
High School; P., 4; S. J. Ingram	9	186	1938
St. Joseph; Pr., 4; Sr. St. John Baptist	6	49	1934
St. Stanislaus; Pr., 4; Brother Peter	12	182	1934
Belzoni; P., 4; Sale Lilly	11	177	1923
Biloxi; P., 4; G. W. Ditto	21	560	1922
Brookhaven; P., 4; E. S. Bowlus	14	328	1923
Brooklyn			
Forrest County A. H. S.; P., 4; J. C. Windham	13	267	1939
Canton; P., 4; J. M. Smyth	11	303	1918
Charleston; P., 4; J. D. Cole	11	329	1920
Chatawa			
St. Mary of the Pines; Pr., 4; Sr. M. Charissia	11	119	1933
Clarksdale; P., 4; H. B. Heidelberg	20	411	1914



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
MISSISSIPPI— <i>Continued</i>			
Cleveland ; P., 4 ; W. J. Parks	16	268	1922
Clinton ; P., 4 ; J. M. Lassetter	12	176	1928
Columbia ; P., 4 ; J. O. Snowden	14	345	1929
Columbus			
Stephen D. Lee ; P., 4 ; C. N. Brandon	22	548	1919
Corinth ; P., 4 ; Hal Anderson	17	409	1919
Crystal Springs ; P., 4 ; E. F. Puckett	14	385	1929
Drew ; P., 4 ; F. C. Barnes	12	286	1928
Durant ; P., 4 ; C. H. Carruth, Jr.	5	95	1924
Ellisville			
Jones County A. H. S. ; P., 4 ; M. P. Bush	31	759	1928
Flora ; P., 6 ; Troy Morgan	6	100	1924
Goodman			
Holmes County A. H. S. ; P., 3 ; M. C. McDaniel	6	71	1931
Greenville ; P., 3 ; F. W. Murphy	18	343	1902
Greenwood ; P., 3 ; W. C. Williams	20	364	1902
Grenada ; P., 4 ; John Rundle	13	267	1924
Gulfport			
Gulf Coast Military Academy ; Pr., 6 ; Maj. J. E. Belka	16	282	1918
Gulf Park College ; Pr., 3 ; Pres. R. G. Cox	10	61	1922
High School ; P., 4 ; B. F. Brown	25	696	1913
Hattiesburg			
Demonstration School, S. T. C. ; P., 6 ; H. M. Craft	7	124	1929
High School ; P., 6 ; S. H. Blair	33	1,207	1920
Hazlehurst ; P., 4 ; C. S. Hudspeth	12	269	1927
Hernando ; P., 6 ; J. F. Russum	8	147	1931
Hollandale ; P., 6 ; C. L. Crawley	8	133	1933
Holly Springs ; P., 6 ; H. L. Gillespie	9	201	1927
Horn Lake ; P., 6 ; W. F. Turman	7	131	1934
Indianola ; P., 4 ; W. W. Lockard	9	167	1924
Itta Bena			
B. G. Humphreys ; P., 6 ; C. H. Murphey	8	153	1932
Jackson			
Central ; P., 3 ; K. P. Walker	41	1,293	1913
Kosciusko ; P., 4 ; E. L. Booth	13	296	1923
Laurel			
George S. Gardiner ; P., 3 ; R. H. Watkins	24	589	1913
Leland ; P., 6 ; W. E. Bufkin	17	264	1924
Lexington ; P., 4 ; W. B. Kenna	9	143	1922
Louisville ; P., 4 ; J. M. Pearson	14	341	1929
Marks ; P., 6 ; E. P. Sylvester	8	150	1930
McComb ; P., 4 ; D. L. Blackwelder	20	478	1914
Meridian ; P., 4 ; H. M. Ivy	50	1,382	1915
Merigold ; P., 4 ; F. W. Young	8	106	1924

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>MISSISSIPPI—Continued</i>			
Moorhead			
Sunflower County A. H. S. ; P., 4 ; P. M. West	16	164	1928
Moss Point ; P., 3 ; A. L. Monroe	9	172	1936
Natchez ; P., 4 ; W. H. Braden	18	352	1914
New Albany ; P., 6 ; W. P. Daniel	13	317	1907
Newton ; P., 6 ; O. N. Darby	13	295	1930
Okolona ; P., 6 ; A. W. James	8	198	1929
Oxford			
University High School ; P., 6 ; R. C. Cook	14	385	1929
Pass Christian ; P., 4 ; Frank L. French	7	114	1938
Perkinston			
Harrison-Stone-Jackson A. H. S. ; P., 4 ; C. J. Darby	7	139	1927
Philadelphia ; P., 4 ; S. A. Brasfield	10	210	1929
Picayune ; P., 4 ; T. K. Boggan	10	242	1925
Port Gibson			
Chamberlain-Hunt Academy ; Pr., 4 ; Col. J. W. Kennedy	6	61	1911
Raymond			
Hinds County A. H. S. ; P., 3 ; G. M. McLendon	7	212	1917
Rolling Fork ; P., 5 ; H. G. Fenton	8	113	1923
Rosedale ; P., 6 ; C. O. Brunson	8	115	1924
Ruleville ; P., 4 ; C. L. Milling	9	112	1924
Sardis ; P., 6 ; J. W. Bealle	8	212	1932
Scooba			
Kemper County A. H. S. ; P., 4 ; J. M. Tubb	12	112	1930
Shaw ; P., 4 ; Frank Hough	8	102	1923
Starkville ; P., 4 ; J. W. Overstreet	12	311	1928
Sumner ; P., 4 ; C. S. Bigham	5	54	1929
Summit ; P., 4 ; J. O. Carson, Jr.	5	66	1940
Tchula ; P., 6 ; W. R. Huddleston	7	110	1934
Tunica			
Tunica County ; P., 4 ; S. R. Hughston	8	146	1934
Tupelo ; P., 4 ; T. M. Milan	20	370	1918
Vicksburg			
All Saints' ; Pr., 4 ; W. G. Christian (Reverend)	12	31	1922
Carr Central ; P., 6 ; H. V. Cooper	25	655	1926
Water Valley ; P., 4 ; J. N. Bell	8	170	1940
Wesson			
Copiah-Lincoln A. H. S. ; P., 4 ; J. M. Ewing	12	137	1932
West Point ; P., 4 ; B. D. McCallister	15	266	1920
Winona ; P., 4 ; J. S. Hattox	7	151	1930
Yazoo City ; P., 4 ; R. J. Koonce	10	246	1917
Total (Number schools 81)	1,060	22,841	
Average per school	13	282	

## LIST OF MEMBER SCHOOLS, 1940—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
NORTH CAROLINA			
Albemarle; P., 4; A. B. Gibson	24	756	1938
Arden			
Christ School; Pr., 4; D. P. Harris	8	132	1933
Asheville			
Academy of St. Genevieve; Pr., 4; Mother A. Foret	12	78	1913
Asheville High; P., 4; W. H. Plemmons	47	1,311	1913
Asheville School; Pr., 5*; D. R. Fall	20	153	1913
Badin; P., 4; P. M. Dulin	6	145	1936
Belmont			
Belmont Abbey; Pr., 4; Reverend Cuthbert E. Allen	19	62	1934
Sacred Heart Academy; Pr., 4; Sister M. Columba Barrett	7	46	1928
Buies Creek			
Campbell College; Pr., 4; Leslie H. Campbell	8	145	1929
Burlington; P., 4; F. M. Biggerstaff	27	845	1938
Chapel Hill; P. 4; A. W. Parkhurst	14	409	1916
Charlotte			
Central Senior High; P., 3*; E. H. Garinger	54	1,700	1913
Concord; P. 4; J. E. Cassell	21	657	1924
Durham; P., 3*; Quinton Holton	41	1,206	1902
Enfield; P., 4; E. L. Smith	7	162	1939
Fayetteville; P., 4; W. B. Harrill	21	721	1936
Greensboro; P., 4; J. W. Gaddy	32	821	1936
Greensboro			
Curry Training School; P. 4; George Anselm	14	136	1928
Greensboro Senior High; P., 4; A. P. Routh	46	1,240	1936
Greenville; P., 4; V. M. Mulholland	25	661	1917
Hamlet; P., 5*; W. L. Haltiwanger	16	485	1939
Hendersonville			
Blue Ridge School for Boys; Pr., 6*; J. Edgar Singletary	6	56	1916
Fassifern School; Pr., 6*; S. L. Woodward	13	67	1926
Hendersonville High; P., 4; L. K. Singley	17	472	1917
High Point; P., 3; D. P. Whitley	46	1,428	1938
Kings Mountain; P., 4; D. M. Bridges	13	371	1930
Lenoir; P., 4; C. W. Porter	17	461	1938
Lexington; P., 4; James N. Gerow	23	761	1924
Lumberton; P., 4; James N. Roberson	12	380	1936
Monroe; P., 4; R. W. House	10	259	1936
Montreat College High; Pr., 4; Margaret Spencer	12	70	1930
Mooresville; P., 4; H. C. Miller	13	415	1939
Morganton; P., 4; Paul W. Hutchins	23	765	1922
Mount Airy; P., 4; H. M. Finch	20	624	1936
North Wilkesboro; P., 4; Paul S. Cragan	11	306	1922

\*School Reporting Senior High School organization, or Junior-Senior High School.



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
NORTH CAROLINA— <i>Continued</i>			
Oak Ridge Institute; Pr., 3*; T. O. Wright	14	201	1899
Raleigh			
Hugh Morson; P., 3*; G. H. Arnold	25	658	1939
Needham Broughton; P., 3*; P. A. Reid	25	778	1939
Methodist Orphanage; Pr., 4; Jesse O. Sanderson	4	102	1939
Peace Preparatory High; Pr., 4; William C. Pressly	8	24	1927
Saint Mary's School; Pr., 3*; Mrs. Ernest Cruikshank	13	58	1923
State School for the Blind; H. C. Griffin	5	29	1925
Roanoke Rapids; P., 5*; C. W. Davis	16	419	1928
Rockingham; P., 5*; Kate Finley	24	793	1938
Rocky Mount; P., 4; I. E. Ready	38	1,165	1921
Salemburg			
Pineland College and Edwards Military Schools; Pr., 4; Mr. and Mrs. W. J. Jones	10	103	1923
Salisbury			
Boyden; P., 4; Julia W. Groves	35	992	1936
Sanford; P., 5; E. R. Smith	16	415	1940
Southern Pines; P., 5*; Amos C. Dawson	10	226	1925
Wilmington			
New Hanover; P., 3*; T. T. Hamilton, Jr.	44	937	1936
Wilson			
Charles L. Coon; P., 4; Zeb. B. Vance	34	910	1939
Winston-Salem			
R. J. Reynolds; P., 4; C. R. Joyner	58	1,775	1916
John W. Hanes; P., 4; R. S. Haltiwanger	20	595	1936
South High; P., 4; K. G. Phillips	31	940	1936
Salem Academy; Pr., 4; Mary A. Weaver	8	69	1914
Total (Number schools 55)	1,143	29,495	
Average per school	21	536	

## SOUTH CAROLINA

Abbeville; P., 4; C. H. Tinsley	11	304	1921
Aiken; P., 5*; L. K. Hagood	15.5	466	1934
Bamberg			
Carlisle; Pr., 4; J. F. Risher, Sr.	7	131	1924
Bennettsville; P., 4; J. S. Agnew	11	317	1914
Camden; P., 4; J. G. Richards, Jr.	14	400	1923
Charleston			
Ashley Hall; Pr., 4; Mary V. McBee	14	133	1916
High School (Boys); P., 4; A. B. Rhett, Superin- tendent; H. O. Strohecker, Principal	30	830	1913

\* School Reporting Senior High School organization, or Junior-Senior High School.

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA— <i>Continued</i>			
Memminger (Girls); P., 4; A. B. Rhett, Superin- tendent; G. C. Rogers, Principal	37	979	1938
Porter Military Academy; Pr., 4; P. M. Thrasher	8	105	1913
Chester; P., 4; M. E. Brockman	18	469	1916
Clinton			
High School; P., 4; W. E. Monts	15	413	1925
Thornwell; Pr., 4; L. Ross Lynn	6	118	1926
Columbia			
Dreher; P., 3*; A. C. Flora, Superintendent; D. L. McCormac, Principal	30	708	1939
High School; P., 3*; A. C. Flora, Superintendent; E. R. Crow, Principal	56	1,305	1918
University; P., 5*; A. C. Flora, Superintendent; A. R. Hafner, Principal	16	306	1933
Darlington; P., 4; J. C. Daniel	14	394	1913
Denmark; P., 5*; A. J. Richards	8	186	1923
Duncan; P., 5*; D. R. Hill	14	327	1928
Easley; P., 4; W. M. Scott	22	621	1925
Florence; P., 3*; J. W. Moore	27.5	675	1913
Gaffney; P., 4; L. F. Carson	28	819	1926
Georgetown; P., 4; W. C. Bynum	11	334	1925
Greenville			
High School; P., 3*; J. L. Mann, Superintendent; W. F. Loggins, Assistant Superintendent	57	1,371	1921
Parker; P., 4; L. P. Hollis, Superintendent; T. M. Nelson, Principal	51	1,355	1928
Greenwood; P., 4; W. E. Black, Superintendent; W. W. Benson, Principal	40	1,147	1914
Greer; P., 4; W. M. Albergotti	18	526	1925
Hartsville; P., 4; J. H. Thornwell	21	584	1923
Kershaw; P., 5*; C. L. Rasor	8	223	1926
Laurens; P., 5*; C. K. Wright	18	530	1925
McColl; P., 4; R. S. Owings	8	159	1939
McCormick			
De la Howe; Pr., 5*; E. F. Gettys	6	126	1928
Mullins; P., 5*; L. B. McCormick	11	332	1925
Newberry; P., 4; O. B. Cannon	22	613	1925
North Augusta; P., 4; Paul Knox	9	234	1935
North Charleston; P., 5*; G. H. Garrett	21	571	1934
Orangeburg; P., 5*; A. J. Thackston	28	680	1915
Rock Hill			
High School; P., 4; W. C. Sullivan	35	900	1921
Winthrop Training; P., 4; O. M. Mitchell	9	157	1923

\* School Reporting Senior High School organization, or Junior-Senior High School.

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA— <i>Continued</i>			
Simpsonville; P., 4; L. R. Richardson	11	302	1928
Spartanburg; P., 3*; L. W. Jenkins, Superintendent; M. B. Wilson, Jr., Principal	52	1,294	1919
St. Matthews; P., 5*; R. D. Zimmerman, Jr.	10	192	1940
Summerville; P., 4; J. H. Spann	10	184	1913
Sumter; P., 5*; W. H. Shaw, Superintendent; H. T. Stoddard, Principal	45	1,165	1913
Taylors; P., 5*; H. J. Howard	9	231	1940
Tigerville			
North Greenville Baptist Academy; Pr., 4; M. C. Donnan	8	75	1938
Wellford			
Wellford-Lyman-Tucapau; P., 4; D. M. Nixon, Jr.	9	259	1930
Williston			
Williston-Elko; P., 4; C. K. Ackerman	9	122	1931
Woodruff; P., 4; W. R. Anderson, Jr.	15	466	1939
Total (Number schools 48)	953	24,138	
Average per school	20	503	

## TENNESSEE

Alcoa; P., 4; V. F. Goddard	9	223	1928
Arlington			
Bolton High School; P., 6; Mrs. Louise B. Barret	8	128	1930
Ashland City			
Cheatham County Central High School; P., 4; J. A. Barksdale	10	272	1930
Bartlett			
Nicholas Blackwell High School; P., 4; John H. George	22	473	1925
Baxter			
Baxter Seminary; P., 4; Dr. Harry L. Upperman	15	316	1925
Bell Buckle			
Webb School; Pr., 7; W. R. Webb	7	98	1938
Benton			
Polk County High School; P., 4; R. M. Blair	13	267	1932
Bristol			
Bristol Tennessee High School; P., 4; I. D. Eggers	23	515	1928
Carthage			
Smith County High School; P., 4; E. G. Rogers	10	276	1923
Chattanooga			
Baylor School, The; Pr., 6; H. B. Barks	20	237	1919
Central High School; P., 4; S. E. Nelson	81	2,188	1918

\* School Reporting Senior High School organization, or Junior-Senior High School.

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE— <i>Continued</i>			
Girls' Prep. School; Pr., 6; Miss Tommie P. Duffy	11	124	1913
High School; P., 3; Creed F. Bates, Jr.	52	1,350	1915
McCallie School, The; Pr., 6; S. J. McCallie	25	338	1909
Notre Dame High School; Pr., 4; Sr. Jane Frances	8	173	1931
Clarksville; P., 4; B. L. Hassell	27	733	1920
Cleveland			
Bradley Central High School; P., 4; E. J. Frazier	23	741	1938
Collegedale			
Southern Jr. College Prep. Dept.; Pr., 4; J. C. Thompson	12	123	1930
Collierville; P., 6; C. H. Harrell	11	252	1925
Columbia			
Central High School; P., 4; W. J. Field	22	647	1917
Military Academy; Pr., 7; Col. C. A. Ragsdale	18	291	1911
Concord			
Farragut High School; P., 6; Drew S. Gaylor	13	366	1936
Copperhill; P., 4; J. M. Reedy	10	165	1929
Covington			
Byars-Hall High School; P., 4; J. R. Miles	15	385	1928
Ducktown; P., 4; M. L. Jones	8.5	178	1939
Dyersburg; P., 4; C. M. Walker	20	590	1920
Elizabethton; P., 4; J. R. Ritchie	19	626	1929
Erwin			
Unicoi County High School; P., 4; Albert L. Price	23	662	1929
Mountain City			
Central High School; P., 4; Miss Hassie K. Gresham	38	1,139	1918
Franklin			
Battle Ground Academy; Pr., 6; George I. Briggs	7	91	1925
Gallatin; P., 4; D. W. Moody	15	431	1938
Germantown			
M. C. Williams High School; P., 4; Ralph B. Hunt	9	173	1930
Goodlettsville; P., 4; Walter E. Lowe	10	266	1923
Hartsville			
Trousdale County High School; P., 6; I. C. Pullias	13	364	1923
Henderson			
Chester County High School; P., 4; T. H. Williams	13	328	1928
Jacksboro			
Central High School; P., 4; G. H. Smith	10	240	1928
Jackson; P., 3; D. E. Ray	21	625	1938
Jellico; P., 4; David J. Harkness	12	244	1929
Johnson City			
Science Hill High School; P., 3; N. E. Hodges	30.5	757	1928
Kingsport			
Dobyns-Bennett High School; P., 4; Charles K. Koffman	27	624	1922



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TENNESSEE—Continued</i>			
Knoxville			
High School; P., 3; W. E. Evans	75	2,248	1914
Young High School; P., 4; Sam A. Duff	20	594	1931
LaFollette; P., 4; Robert Sharp	13	308	1926
Lawrenceburg			
Lawrence County High School; P., 4; E. O. Coffman	18	508	1928
Lebanon			
Castle Heights Military Academy; Pr., 4; Col. H. L. Armstrong	22	339	1929
Lewisburg			
Marshall County High School; P., 4; J. W. Zumbro	11.5	273	1930
Livingston			
Livingston Academy; P., 4; J. C. Taylor	12	287	1930
Maryville; P., 4; H. H. Gauding	15	391	1928
Memphis			
Central High School; P., 3; Charles P. Jester	44	1,353	1919
Christian Brothers College; Pr., 4; Brother Joseph	14	270	1933
Humes High School; P., 3; S. L. Ragsdale	30	768	1928
Lausanne School; Pr., 4; Mrs. Emma DeSaussure Jett	7	43	1933
Messick High School; P., 4; Thomas H. Grinter	22	570	1923
Miss Hutchison's School; Pr., 4; Miss Mary G. Hutchison	9	101	1923
South Side High School; P., 4; H. H. Gnuse	35	1,128	1926
St. Agnes Academy; Pr., 7; Sister M. Julia	6	132	1925
St. Mary's School; Pr., 4; Miss Helen A. Loomis	8	35	1930
Technical High School; P., 3; J. L. Highsaw	42	1,345	1928
Middleton; P., 4; Quinnie Armour	8	163	1935
Millington			
Central High School; P., 4; H. I. Roland	14	286	1918
Morristown; P., 3; Carl T. Vance	17	346	1921
Mt. Pleasant			
Hay Long High School; P., 4; J. T. Stone	12	226	1925
Murfreesboro			
Central High School; P., 4; J. C. Mitchell	20	443	1919
Nashville			
Central High School; P., 4; H. T. Hays	34	850	1928
David-Lipscomb Prep. School; Pr., 4; Max Hamrick	12	90	1926
Duncan College Prep. School; Pr., 4; Marvin T. Duncan	7	91	1920
East Nashville High School; P., 3; Wm. Henry Oliver	44	1,121	1935
Father Ryan High School; Pr., 4; Father S. E. Wiley	13	279	1928
Hume-Fogg High School; P., 3; C. T. Kirkpatrick	32	812	1909
Isaac Litton High School; P., 4; G. C. Carney	25	716	1935
Montgomery Bell Academy; Pr., 6; Isaac Ball	7	106	1899

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE— <i>Continued</i>			
Peabody Demonstration School; Pr., 6; J. E. Windrow	15	196	1919
St. Bernard Academy; Pr., 4; Sr. Mary Irene	6	77	1933
St. Cecilia Academy; Pr., 4; Sr. Mary Agnes	8	70	1925
Tennessee Industrial School; P., 4; C. M. Mitchell	11	203	1935
Wallace University School; Pr., 5; Dr. C. B. Wallace	4	56	1897
Ward-Belmont School; Pr., 4; Miss Annie C. Allison	18	163	1913
West End High School; P., 6; W. H. Yarbrough	32	895	1938
Norris; P., 6; Glenn Kendall	12	229	1935
Paris			
E. W. Grove High School; P., 4; E. G. Routon	19	465	1915
Petersburg			
Morgan School for Boys, The; Pr., 4; Ernest F. Baulch	9	184	1940
Portland			
Sumner County High School; P., 4; C. L. Cummins	10	260	1940
Pulaski			
Giles County High School; P., 4; W. P. Morton	12	272	1940
Rockwood; P., 4; T. R. Eutsler	10	211	1934
St. Andrew's			
St. Andrew's School; Pr., 7; Augustus A. Koski	7	48	1932
Sewanee			
Military Academy; Pr., 7; Col. Clyde A. Fasick	13	192	1913
Springfield; P., 4; Philip B. Bell	13	276	1926
Sweetwater			
Tennessee Military Academy; Pr., 4; Col. C. R. Endsley	10	148	1918
Tiptonville; P., 4; R. E. Bright	7	145	1929
Tyner; P., 4; C. C. Burgner	15	304	1930
Union City; P., 4; T. D. Ozment	14	257	1922
Whitehaven; P., 4; F. S. Elliott	35	683	1923
Whiteville; P., 4; Howard Kirksey	5.5	90	1940
Total (Number schools 93)	1,675	39,664	
Average per school	18	426	

## TEXAS

Abilene; P., 4; L. E. Dudley	68	1,939	1939
Albany; P., 4; C. B. Downing	17	289	1928
Alice; P., 4; J. W. Roach	16	384	1928
Alpine			
Sul Ross Demonstration School; P., 3; R. M. Bankhead	9	144	1932
Alvin; P., 3; A. C. Welch	14	252	1939
Amarillo; P., 3; C. M. Rogers	61	1,731	1914
Angleton; P., 4; W. H. Edwards	10	193	1932

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
Austin			
Austin High ; P., 3 ; A. N. McCallum	80	2,061	1913
St. Edwards University Academy ; Pr., 4 ; Rev. Patrick Haggerty	9	79	1924
Baird ; P., 4 ; O. G. Sapp	10	202	1927
Beaumont			
Beaumont ; P., 3 ; E. W. Jackson	47	1,341	1913
South Park ; P., 4 ; C. W. Bingham	33	826	1916
Beeville			
A. C. Jones ; P., 4 ; R. J. Marshall	18	401	1939
Belton			
Belton ; P., 4 ; E. D. Johnston	13	345	1915
Big Spring ; P., 4 ; W. C. Blankenship	39	821	1921
Bonham ; P., 4 ; I. B. Carruth	21	546	1913
Borger ; P., 4 ; W. A. McIntosh	24	747	1930
Bowie ; P., 4 ; W. B. Alexander	14	378	1929
Brady ; P., 3 ; W. E. Whitten	15	270	1916
Breckenridge ; P., 3 ; N. S. Holland	19	547	1925
Brenham ; P., 5 ; C. M. Selman	16	469	1915
Brownsville ; P., 3 ; E. C. Dodd	26	579	1928
Brownwood ; P., 3 ; E. J. Woodward	24	603	1918
Bryan			
Allan Academy ; Pr., 6 ; N. B. Allen	14	182	1918
Stephen F. Austin ; P., 3 ; W. D. Wilkerson	20	542	1924
Burkburnett ; P., 4 ; C. J. Duncan	20	496	1928
Calvert ; P., 4 ; Rex Kathcart	9	94	1920
Cameron			
C. H. Yoe ; P., 4 ; E. A. Perrin	19	491	1936
Canadian ; P., 4 ; J. M. Carpenter	13	256	1930
Canyon			
Canyon ; P., 4 ; J. B. Spear	13	228	1928
W. T. S. T. C. Training School ; P., 4 ; F. E. Savage	9	136	1928
Carrizo Springs ; P., 4 ; M. P. Willis	12	157	1926
Carrollton ; P., 4 ; C. C. Carver	10	282	1931
Celeste ; P., 4 ; Jones Pearce	7	184	1932
Cisco ; P., 4 ; R. N. Cluck	20	500	1927
Clarendon ; P., 3 ; H. T. Burton	12	238	1928
Claude ; P., 4 ; C. R. Douglass	8	139	1928
Cleburne ; P., 4 ; Emmett Brown	32	939	1913
Coleman ; P., 4 ; C. H. Hufford	18	418	1920
Colorado ; P., 4 ; John E. Watson	18	516	1928
Commerce			
Commerce ; P., 4 ; F. H. Morgan	16	318	1936
E. T. S. T. C. Training School ; P., 6 ; E. H. Watson	15	149	1928
Conroe ; P., 4 ; H. N. Anderson	29	607	1939

## LIST OF MEMBER SCHOOLS, 1940—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Corpus Christi; P., 3; R. B. Fisher	53	1,460	1939
Corsicana; P., 3; W. H. Norwood	28	918	1913
Crane; P., 5; J. L. Bridges	13	186	1934
Crystal City; P., 4; Sterling H. Fly	10	142	1932
Cuero; P., 4; O. A. Zimmerman	12	337	1918
Daisetta			
Hull-Daisetta; P., 4; J. C. Brandt	15	310	1929
Dalhart; P., 4; Blake Bolton	16	436	1929
Dallas			
Highland Park; P., 3; H. E. Gable	46	1,052	1936
Hockaday School; Pr., 6; Ela Hockaday	18	183	1928
Dayton; P., 4; B. W. Miller	13	260	1935
Del Rio; P., 4; Drury Wood	16	377	1928
Denison; P., 4; B. McDaniel	38	1,243	1918
Denton			
Denton; P., 3; R. C. Patterson	23	669	1922
N. T. S. T. S. Training School; P., 5; J. C. Matthews	14	276	1927
Dilley; P., 4; C. B. Currin	9	98	1930
Donna; P., 4; A. B. Sanders	12	284	1924
Eagle Lake; P., 4; W. C. Reed	8	145	1918
Eagle Pass; P., 4; Fred R. Thompson	12	238	1930
Edcouch			
Edcouch-Elsa; P., 4; Joe H. Wilson	9	141	1939
Edinburg; P., 4; R. P. Ward	21	601	1924
Eldorado; P., 4; Dave Williams	10	154	1931
Electra; P., 4; M. B. Dinsmore	23	686	1924
Elgin; P., 4; W. E. Gattis	10	220	1928
El Paso			
Austin; P., 4; A. H. Hughey	57	1,396	1931
Bowie; P., 4; A. H. Hughey	42	1,031	1931
El Paso; P., 4; A. H. Hughey	57	1,401	1913
Loretta Academy; Pr., 4; Mother M. Hubert	8	93	1928
Radford School; Pr., 4; Dr. Lucinda de L. Templin	12	29	1923
Ennis; P., 4; W. E. Howard	21	504	1925
Fabens; P., 4; M. D. Lakey	9	124	1932
Farmersville; P., 4; N. O. Wright	10	278	1927
Farwell; P., 4; Leo Forrest	6	104	1928
Ferris; P., 4; J. T. Black	9	165	1935
Forney; P., 4; O. B. Powell	7	96	1930
Fort Stockton; P., 4; J. F. Reeves	12	164	1921
Fort Worth			
Arlington Heights; P., 3; W. M. Green	32	879	1924
Diamond Hill; P., 3; W. M. Green	14	190	1935
Handley; P., 3; W. M. Green	8	173	1932
North Fort Worth; P., 3; W. M. Green	41	1,156	1917



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TEXAS—Continued</i>			
Our Lady of Victory; Pr., 4; Sr. Mary Brigid	15	110	1929
Robert Lee Paschal; P., 3; W. M. Green	88	2,459	1913
Polytechnic; P., 3; W. M. Green	54	1,601	1924
Riverside; P., 3; W. M. Green	21	573	1936
Freeport; P., 4; O. A. Fleming	11	247	1930
Gainesville; P., 3; H. O. McCain	26	526	1913
Galena Park; P., 4; Walter Hinds	10	208	1929
Galveston			
Ball; P., 4; S. B. Graham	54	1,219	1913
Garden City; P., 4; N. P. Taylor	7	73	1937
Gatesville; P., 3; E. W. Brooks	15	393	1930
Giddings; P., 4; R. C. Donaho	8	198	1939
Gilmer			
East Mountain; P., 4; D. T. Loyd	12	184	1939
Gladewater			
Gladewater; P., 4; F. C. McConnell	36	761	1933
Sabine High; P., 4; J. R. Richie	13	200	1935
Union Grove; P., 4; T. E. Baird	10	130	1937
Goliad; P., 4; J. B. Hayes	8	190	1924
Goose Creek			
Robert E. Lee; P., 4; Harmon Lowman	48	1,170	1924
Graham; P., 4; I. T. Gilmer	21	572	1914
Grandfalls; P., 6; John S. White	16	211	1939
Greenville; P., 3; H. H. Chambers	25	727	1936
Groom; P., 4; Dalton Ford	7	98	1936
Harlingen; P., 4; E. C. Deering	25	700	1924
Harrold; P., 4; S. P. Vick	7	117	1929
Henderson			
Carlisle; P., 3; F. L. Singletary	14	151	1936
Henderson; P., 3; C. O. Pollard	19	398	1934
Hereford; P., 4; Knox Kinard	14	348	1926
Hillsboro; P., 4; L. W. Hartsfield	22	584	1913
Honey Grove; P., 4; E. A. Barker	13	361	1937
Houston			
Stephen F. Austin; P., 3; E. E. Oberholtzer	55	1,380	1939
Jefferson Davis; P., 3; E. E. Oberholtzer	63	1,793	1926
Sam Houston; P., 3; E. E. Oberholtzer	47	1,375	1913
Kinkaid School; Pr., 4; Mrs. W. J. Kinkaid	11	67	1939
Charles Milby; P., 3; E. E. Oberholtzer	52	1,305	1927
John H. Reagan; P., 3; E. E. Oberholtzer	92	2,465	1926
San Jacinto; P., 3; E. E. Oberholtzer	63	1,506	1913
Mirabeau B. Lamar; P., 3; E. E. Oberholtzer	67	1,813	1939
Hubbard; P., 4; L. L. Wilkes	7	129	1916
Humble			
Charles Bender; P., 4; Frank W. Allenson	12	236	1926

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
Huntsville; P., 3; R. M. Hawkins	16	372	1934
Iraan; P., 6; J. T. H. Bickley	18	231	1930
Jacksonville; P., 4; Larue Cox	19	531	1928
Jefferson; P., 4; Cruce Stark	15	81	1936
Joinerville			
Gaston; P., 4; G. R. Grissom	24	370	1936
Jourdanton; P., 4; R. S. Morgan	7	99	1930
Junction; P., 4; R. D. Kathmann	10	196	1931
Kaufman; P., 3; O. R. Norman	9	239	1931
Kenedy; P., 4; J. H. Stamper	11	267	1929
Kerens; P., 4; Graydon H. Wilemon	8	167	1924
Kermit; P., 4; B. F. Meek	14	216	1939
Kerrville			
Schreiner Institute; Pr., 4; J. J. Delaney	13	90	1926
Tivy; P., 3; H. A. Moore	21	419	1930
Kilgore; P., 3; W. L. Dodson	29	692	1935
LaFeria; P., 4; J. B. Smith	8	187	1928
Lampasas; P., 3; Dudley S. Moore	13	234	1928
Lancaster; P., 4; E. C. Butler	8	151	1929
Lefors; P., 4; F. L. Mize	12	192	1932
Liberty; P., 4; Wm. L. Schrapp	9	190	1928
Longview			
Judson Grove; P., 5; Carl S. Chilton	11	181	1937
Longview; P., 3; H. L. Foster	27	650	1914
Pine Tree; P., 4; M. E. Irby	13	293	1938
White Oak; P., 4; Lloyd H. Taylor	15	244	1936
Lubbock; P., 3; Dr. W. B. Irvin	50	1,307	1924
Lufkin; P., 4; I. A. Coston	23	720	1915
Lyford; P., 4; J. Mil Auld	8	174	1929
McAllen; P., 3; John H. Gregory	18	473	1919
McCamey; P., 6; Howard E. Stoker	15	223	1930
McKinney; P., 4; Jack R. Ryan	29	694	1928
McLean; P., 4; C. A. Cryer	12	250	1928
Marfa; P., 4; J. E. Gregg	8	127	1916
Marlin; P., 4; H. J. McIlhany	15	328	1913
Marshall; P., 4; Bryan Dickson	34	952	1913
Mart; P., 4; J. J. Youngblood	10	210	1924
Matador; P., 4; B. F. Tunnell	7	141	1929
Mercedes; P., 6; Ernest H. Poteet	23	530	1924
Mexia; P., 4; F. L. Williams	19	569	1919
Miami; P., 4; M. F. Stephens	7	88	1927
Midland; P., 4; W. W. Lackey	22	527	1928
Mineral Wells; P., 4; W. A. Ross	20	556	1918
Mission; P., 4; Hugh C. Proctor	13	286	1924
Mount Pleasant; P., 3; P. E. Wallace	17	559	1924

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
Nacogdoches; P., 4; Rufus E. Price	23	585	1928
Navasota; P., 4; J. T. Ferguson	13	276	1919
Nederland; P., 4; C. O. Wilson	14	334	1929
New Braunfels; P., 6; E. A. Sahm	16	442	1928
New Castle; P., 4; J. B. Hill, Jr.	6	151	1930
New London			
London; P., 3; Troy R. Duran	18	265	1934
Odessa; P., 4; Murray H. Fly	27	1,381	1927
Oklaunion; P., 4; J. A. Anderson	8	135	1930
Olney; P., 4; A. D. Cummings	14	406	1928
Olton; P., 4; H. P. Webb	11	231	1927
Orange; P., 4; J. W. Edgar	22	609	1916
Overton			
Leverett's Chapel; P., 4; D. M. Walker	13	168	1935
Overton; P., 4; E. D. Cleveland	15	272	1934
Ozona; P., 4; C. S. Denham	6	91	1916
Palacios; P., 4; Randolph P. Newsom	10	189	1916
Palestine; P., 4; Bonner Frizzell	29	748	1919
Pampa; P., 3; L. L. Sone	33	707	1927
Panhandle; P., 4; K. L. Turner	12	204	1924
Paris; P., 4; A. H. Chamness	43	1,230	1931
Pasadena; P., 3; H. A. Jackson	18	364	1930
Pecos; P., 3; R. Henry Blackwell	9	155	1926
Perryton; P., 3; Roger A. Burgess	12	247	1923
Pharr			
Pharr-San Juan-Alamo; P., 4; J. Lee Stambaugh	21	408	1923
Phillips; P., 4; R. E. Vaughn	13	286	1940
Plainview; P., 4; O. J. Laas	20	540	1936
Port Arthur			
Thomas Jefferson; P., 4; G. M. Sims	58	1,682	1927
Port Neches; P., 4; W. J. Holloway	18	437	1927
Poteet; P., 4; M. D. Stroble	8	140	1929
Rankin; P., 4; H. G. Secrest	6	85	1931
Raymondville; P., 3; M. L. Deviney	10	215	1935
Robstown; P., 4; John P. Manning	19	430	1936
Roby; P., 4; W. B. Jones	8	187	1936
Rocksprings; P., 4; M. E. Noble	7	71	1930
Roscoe; P., 4; I. R. Huchingson	10	148	1930
San Angelo; P., 3; F. E. Smith	44	1,048	1913
San Antonio			
Alamo Heights; P., 3; R. B. Reed	17	405	1928
Breckenridge; P., 3; I. E. Stutsman	85	2,338	1916
Central Catholic; Pr., 4; Eugene Paulin	18	427	1933
Incarnate Word Academy; Pr., 4; Sr. M. Columkille	10	141	1919

## LIST OF MEMBER SCHOOLS, 1940—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
San Antonio Vocational and Technical; P., 3; I. E. Stutsman	61	1,627	1939
Sidney Lanier; P., 3; I. E. Stutsman	23	475	1939
Thomas A. Edison; P., 4; James N. Kaderli	17	350	1930
Thomas Jefferson; P., 3; I. E. Stutsman	74	2,251	1932
Our Lady of the Lake; Pr., 4; Mother M. Angelique	8	120	1919
Texas Military Institute; Pr., 4; W. W. Bondurant	12	198	1913
Ursuline Academy; Pr., 4; Mother Mary Loyola	8	90	1934
Sanderson; P., 4; R. D. Holt	8	115	1930
San Marcos			
San Marcos Baptist Academy; Pr., 4; R. M. Cavness	20	181	1913
Schulenburg; P., 4; S. DeBord	8	150	1932
Seguin; P., 4; Joe F. Saegert	16	315	1931
Seymour; P., 4; J. F. Kemp	16	381	1927
Shamrock; P., 4; W. C. Perkins	12	376	1933
Sherman; P., 4; R. L. Speer	37	1,071	1923
Sinton; P., 4; R. H. Brannan	12	225	1928
Sonora; P., 4; F. T. Jones	8	99	1926
Sour Lake; P., 4; J. L. Johnson	13	164	1923
Spur; P., 4; O. C. Thomas	12	301	1929
Sugar Land; P., 6; E. K. Barden	10	219	1928
Sweetwater			
Newman; P., 3; R. S. Covey	22	502	1928
Taylor; P., 4; E. T. Robbins	16	391	1928
Temple; P., 3; J. R. Humphrey	22	642	1913
Terrell; P., 4; J. E. Langwith	17	429	1924
Texarkana; P., 3; H. W. Stilwell	23	709	1916
Throckmorton; P., 4; Harry W. Rice	15	303	1934
Tulia; P., 4; I. H. Turney	13	248	1926
Tyler; P., 3; J. M. Hodges	56	1,206	1916
Uvalde; P., 4; Guy D. Dean	15	302	1916
Van; P., 4; J. E. Rhodes	24	460	1936
Vernon; P., 3; C. H. Dillehay	20	474	1927
Vickery			
Vickery-Hillcrest; P., 4; T. D. Mayo	8	165	1939
Victoria			
Patti-Welder; P., 3; Porter Garner	19	429	1914
Waco; P., 3; R. H. Brister	89	2,581	1913
Waxahachie; P., 4; T. C. Wilemon	25	552	1928
Weatherford; P., 3; H. L. Barber	16	440	1940
Weslaco; P., 4; C. B. Cooper	15	373	1925
West; P., 4; H. J. Jackson	14	312	1926
West Columbia; P., 4; Charles M. Kelso	11	239	1926
Wharton; P., 5; Floyd G. Betts	15	345	1923
White Deer; P., 4; Geo. A. Heath	16	263	1932

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
Wichita Falls ; P., 3 ; H. D. Fillers	67	2,000	1917
Wink ; P., 4 ; Lee Johnson	17	230	1932
Wortham ; P., 4 ; John A. Freeman	10	217	1925
Ysleta ; P., 4 ; J. M. Hanks	20	501	1930
Total (Number schools 245)	5,163	123,001	
Average per school	21	502	

## VIRGINIA

Abingdon			
William King High ; P., 4 ; E. E. Trent	10	225	1929
Alexandria			
Episcopal High ; Pr., 6 ; A. R. Hoxton	17	229	1939
George Washington High ; P., 4 ; H. T. Moncure	57	1,502	1915
Arlington			
Arlington Hall ; Pr., 4 ; Carrie Sutherland	14	47	1935
Washington-Lee High ; P., 3 ; Claude M. Richmond	50	1,284	1930
Bedford ; P., 4 ; J. L. Borden	12	302	1922
Blackstone			
Blackstone College for Girls High ; Pr., 4 ; J. Paul Glick	14	72	1929
Blackstone High ; P., 4 ; Ray E. Reid	11	245	1922
Bristol			
Sullins College High ; Pr., 4 ; W. E. Martin	6	46	1926
Virginia High ; P., 5 ; Thomas P. Shelburne	29	632	1914
Virginia Intermont College High ; Pr., 4 ; H. G. Noffsinger	9	59	1924
Buena Vista			
Southern Seminary ; Pr., 4 ; Robert Lee Durham	5	48	1937
Burkeville ; P., 4 ; R. C. Hammack	5	93	1927
Cape Charles ; P., 4 ; Percy H. Warren	8	142	1927
Charlottesville			
Lane High ; P., 4 ; Hugh L. Sulfridge	28	850	1913
Chatham			
Chatham Hall ; Pr., 4 ; Edmund J. Lee	20	155	1929
Hargrave Military Academy ; Pr., 4 ; A. H. Camden	13	198	1920
Chester ; P., 4 ; Fred D. Thompson	15	488	1936
Christchurch			
Christchurch School ; Pr., 5 ; W. D. Smith, Jr.	6	55	1926
Churchland ; P., 4 ; B. L. Lewis	6	203	1927
Clifton Forge ; P., 4 ; V. J. Love	18	406	1929
Covington ; P., 4 ; W. R. Curfman	24	696	1933
Crewe ; P., 4 ; T. P. Harwood	12	262	1925
Culpeper ; P., 4 ; R. R. Tolbert	11	258	1926



LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA— <i>Continued</i>			
Danville			
George Washington High ; P., 6 ; Fred W. Greene	49	1,291	1918
Stratford Hall ; Pr., 4 ; John C. Simpson	8	39	1898
Emporia			
Greensville County High ; P., 4 ; H. C. Bradshaw	12	341	1936
Farmville ; P., 4 ; C. L. Ramsey	10	233	1924
Fork Union			
Fork Union Military Academy ; Pr., 4 ; N. J. Perkins	26	298	1925
Fort Defiance			
Augusta Military Academy ; Pr., 6 ; T. J. Roller	15	185	1939
Fredericksburg ; P., 4 ; Guy H. Brown	23	364	1927
Front Royal			
Randolph-Macon Academy ; Pr., 6 ; John C. Boggs	15	198	1929
Greenway			
Maderia School ; Pr., 4 ; Lucy Maderia Wing	15	178	1934
Hampton			
Hampton High ; P., 4 ; H. Wilson Thorpe	30	800	1940
Harrisonburg ; P., 4 ; B. L. Stanley	14	352	1913
Holland ; P., 4 ; W. R. Savage, Jr.	8	156	1926
Hopewell ; P., 4 ; J. E. Mallonee	30	863	1921
Lexington ; P., 4 ; Harrington Waddell	12	308	1914
Lynchburg			
E. C. Glass High ; P., 3 ; H. A. C. Walker	43	930	1913
Virginia Episcopal School ; Pr., 6 ; Oscar deWolf			
Randolph	11	120	1921
Manassas			
Osborn High ; P., 4 ; R. Worth Peters	12.5	268	1914
Marion ; P., 4 ; W. Linden Allen	15	389	1920
Morrison ; P., 4 ; J. R. Mort	16	415	1924
Newport News ; P., 4 ; Lamar R. Stanley	61	1,295	1918
Norfolk			
Matthew Fontaine Maury High ; P., 3 ; A. B. Bristow	93	2,468	1897
Great Bridge High ; P., 4 ; J. H. Kelly, Jr.	7	141	1925
Norview High ; P., 4 ; H. C. Barnes	12.5	341	1927
Oceana ; P., 4 ; R. H. Owen	12	320	1926
Petersburg ; P., 3 ; H. D. Wolff	38	1,045	1913
Portsmouth			
Craddock High ; P., 4.5 ; Alonzo B. Haga	13	325	1927
Deep Creek High ; P., 4 ; W. Leon Mason	7	168	1937
Woodrow Wilson High ; P., 4 ; J. Leon Codd	57	1,556	1935
Radford ; P., 4 ; Lucien D. Adams	18	415	1937
Richmond			
Collegiate School for Girls ; Pr., 4 ; Mrs. William T. Hodges	6	54	1922
John Marshall High ; P., 3 ; James C. Harwood	125	3,220	1913

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA— <i>Continued</i>			
St. Christopher's School; Pr., 5, 5; R. W. Bugg	16	207	1920
Thomas Jefferson High; P., 3; Ernest Shawen	75	2,093	1933
Varina Agricultural High; P., 4; George Baker	15	302	1927
Westhampton High; P., 4; Ira O. Beaty	16	382	1937
Roanoke			
Jefferson Senior High; P., 3; John D. Riddick	61	1,596	1915
Rocky Mount; P., 4; W. D. Peake	8	208	1929
Salem			
Andrew Lewis High; P., 4; Z. T. Kyle	43	1,380	1935
Saltville; P., 4; R. M. Buchanan	8	211	1928
South Boston			
C. H. Friend High; P., 4; James H. Rowan	10	187	1914
South Norfolk; P., 4; R. H. Pride	16	422	1932
Staunton			
Robert E. Lee High; P., 4; Collin E. Smither	19	444	1913
Staunton Military Academy; Pr., 4; Major J. Worth			
Pence	24	324	1916
Stuart Hall; Pr., 4; Ophelia S. T. Carr	13	117	1931
Suffolk; P., 6; Stanley T. Godbey	26	590	1923
Toano; P., 4; J. G. Reveley, Jr.	6	92	1935
Vinton			
William Byrd High; P., 4; Herman L. Horn	23	585	1929
Warrenton			
Warrenton Country School; Pr., 6; Lea M. Bouligny	9	56	1929
Warrenton High School; P., 4; P. B. Smith, Jr.	10	254	1929
Waverly; P., 4; M. B. Leavell	7	126	1929
Waynesboro			
Fairfax Hall; Pr., 4; W. B. Gates	8	56	1932
Fishburne Military School; Pr., 4; Morgan H. Hudgins	14	182	1897
Waynesboro High; P., 4; R. C. Jennings	19	470	1932
West Point; P., 4; O. A. Norton	7	150	1924
Williamsburg			
Matthew Whaley High; P., 5; Rawls Byrd	13.75	245	1924
Winchester			
Handley High; P., 6; Garland R. Quarles	33	921	1916
Woodberry Forest			
Woodberry Forest School; Pr., 5; J. Carter Walker	22	229	1910
Woodstock			
Massanutten Academy; Pr., 6; N. J. Benchoff	12	131	1930
Total (Number schools 82)	1,748	39,533	
Average per school	21	482	

LIST OF MEMBER SCHOOLS, 1940—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
EXTRA-TERRITORIAL			
Buenos Aires, Argentina			
American High School; Pr., 4; Sayre P. Maddock	9	73	1939
Mexico, D. R.			
American School Foundation; Pr., 4; Henry L. Cain	11	167	1930
Aruba, Netherlands West Indies			
Lago Community High School; Pr., 6; Alvin M. Marks	6	105	1939
Total (Number schools 3)	26	345	
Average per school	9	115	
Grand total (Number schools 1,200)	21,451	506,870	
Average per school	18	422	

## MEMBER STATE DEPARTMENTS OF EDUCATION\*

Mississippi State Department of Education, Jackson, Mississippi

North Carolina State Department of Education, Raleigh, North Carolina

## PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1922, and for the index of the Proceedings of the Association, 1922-1933, inclusive, see pages 24-29 of the 1934 Proceedings. For index of the Proceedings of the Association, 1934-1937, inclusive, see pages 1 and 14-15 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. For index, 1938 and 1939, see the issues of the QUARTERLY for November of each year.

OFFICERS AND MEETING-PLACES OF THE  
ASSOCIATION IN RECENT YEARS

A complete roster of officers and meeting-places of the Association from its organization was published in the SOUTHERN ASSOCIATION QUARTERLY of February, 1937, pages 15 to 21. This information for the past twelve years is reprinted for easy reference:

## 1928-29, Lexington, Kentucky

President: R. L. Marquis, North Texas State Teachers College.

Vice Presidents: E. F. Buchner, Johns Hopkins University; Harry Clark, Furman University.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): S. J. McCallie, McCallie School; Edward Conradi, Florida State College for Women; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools.

## 1929-30, Atlanta, Georgia

President: Harry D. Campbell, Washington and Lee University.

Vice Presidents: J. A. Stoddard, University of South Carolina; M. E. Ligon, University of Kentucky.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): S. J. McCallie, McCallie School; Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University.

## 1930-31, Montgomery, Alabama

President: Charles A. Brown, Birmingham Public Schools.

Vice Presidents: H. H. Caldwell, Georgia School of Technology; C. R. Endsley, Tennessee Military Institute.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University.

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\* See Article II, Sections 1 and 2 of the Constitution.

## 1931-32, New Orleans, Louisiana

President: Joseph Roemer, George Peabody College.

Vice Presidents: O. C. Carmichael, Alabama College; Juliet Jameson Poynter, Science Hill School for Girls.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University; Charles A. Brown, Birmingham Public Schools.

## 1932-33, Nashville, Tennessee

President: William Preston Few, Duke University.

Vice Presidents: J. H. Workman, Pensacola High School; J. W. Hynes, Loyola University.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary.

## 1933-34, Atlanta, Georgia

President: Frank L. McVey, University of Kentucky.

Vice Presidents: C. D. Hall, Texas Christian University; C. T. Kirkpatrick, Hume Fogg High School.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; W. P. Few, Duke University; S. H. Whitley, East Texas State Teachers College; H. B. Heidelberg, Clarksdale, Mississippi.

## 1934-35, Louisville, Kentucky

President: H. B. Heidelberg, Clarksdale, Mississippi.

Vice Presidents: J. Thomas Davis, John Tarleton Agricultural College; Guy H. Wells, Georgia State College for Women.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College.

## 1935-36, Richmond, Virginia

President: J. Thomas Davis, John Tarleton Agricultural College.

Vice Presidents: Raymond A. Kent, University of Louisville; Father F. J. Jerome, St. Leo Abbey.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; H. B. Heidelberg, Clarksdale Public Schools.

## 1936-38, Dallas, Texas

President: C. A. Ives, Louisiana State University.

Vice Presidents: T. H. Napier, Alabama College; J. C. Harwood, John Marshall High School.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; J. Thomas Davis, John Tarleton Agricultural College.



1938-39, Memphis, Tennessee

President: H. L. Donovan, Eastern Kentucky State Teachers College.

Vice Presidents: A. B. Butts, University of Mississippi; T. Q. Srygley, Port Arthur Schools.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): Sidney B. Hall, State Superintendent, Virginia; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; C. A. Ives, Louisiana State University.

1939-40, Atlanta, Georgia

President: P. A. Roy, S.J., Loyola University.

Vice Presidents: E. C. Ball, Memphis City Schools; H. G. Noffsinger, Interment Junior College.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; H. L. Donovan, Eastern Kentucky State Teachers College.

Announcement of the meeting place of the Forty-fifth Annual Meeting of the Association will be made in the August number of the QUARTERLY

#### DELEGATES ATTENDING THE FORTY-THIRD ANNUAL MEETING

##### COLLEGES AND UNIVERSITIES

Agnes Scott College: President James R. McCain, Dean Samuel Guerry Stukes, Professor H. A. Robinson

Alabama College: Dean T. H. Napier, Professor M. L. Orr, Professor W. F. E. Tidwell, Miss Antoinette Beasley

Alabama Polytechnic Institute: Dean J. W. Scott, Professor J. Edna Orr, Executive Secretary R. B. Draughon

Alabama, University of: President R. C. Foster, Dean C. H. Barnwell, Professor John R. McLure, Professor Gladstone H. Yeuell

Asbury College: Dean F. M. Heston

Baylor University: Dean E. N. Jones

Berea College: President Francis S. Hutchins, Dean Thomas A. Hendricks, Dean Charles Noble Shutt

Birmingham-Southern College: Professor John M. Malone

Blue Mountain College: President Lawrence T. Lowrey, Dean Ernest H. Cox

Brenau College: President H. J. Pierce, Florence M. Rohr, Mrs. George H. Slappey

Bridgewater College: President Paul Haynes Bowman

Carson-Newman College: President J. T. Warren

Catawba College: President Howard Rufus Omwake, Dean Raymond Jenkins

Centenary College: President Pierce Cline, Dean Jno. Alexander Hardin

Centre College: President Robert Lee McLeod, Dean Jas. H. Hewlett

College of Charleston: Professor Clarence A. Graeser

Chattanooga, University of: President Archie M. Palmer, Dean M. A. Smith, Professor Paul L. Palmer, Librarian Gilbert Eaton Govan

Clemson College: Dean W. H. Washington, Registrar G. E. Metz

Coker College: President Sylvester Green

Converse College: President Edward M. Gwathmey

Davidson College: Professor C. K. Brown

Delta State Teachers College: President Wm. M. Kethley  
 Duke University: President W. P. Few, Dean W. K. Greene, Professor Holland Holton  
 East Carolina Teachers College: President Leon R. Meadows, Registrar H. J. McGinnis  
 East Tennessee State Teachers College: President Charles C. Sherrod  
 East Texas State Teachers College: Dean Arthur C. Ferguson  
 Eastern Kentucky State Teachers College: President H. L. Donovan, Dean W. C. Jones, Professor J. D. Coates  
 Emory University: President Harvey W. Cox, Dean J. H. Purks, Jr., Dean G. C. White, Professor R. E. Wager, Professor Edward K. Turner, Director of Administration J. G. Stipe  
 Emory and Henry College: President James N. Hillman, Treasurer C. W. Steele  
 Erskine College: President R. C. Grier  
 Florida Southern College: President Ludd M. Spivey, Professor S. J. Case  
 Florida State College for Women: President Edward Conradi, Director of Personnel Elizabeth G. Andrews, Professor M. R. Hinson  
 University of Florida: Dean W. W. Little, Dean J. W. Norman, Director Laboratory School G. B. Simmons  
 Furman University: President J. L. Plyler, Dean R. N. Daniel, Dean Virginia Thomas  
 George Peabody College: Dean Doak S. Campbell, Dean Joseph Roemer, Registrar J. R. Robinson  
 Georgetown College: President H. N. Sherwood  
 Georgia School of Technology: President M. L. Brittain, Registrar H. H. Caldwell  
 Georgia State College for Women: President Guy H. Wells, Dean Hoy Taylor, Dean Harry A. Little, Professor William Thomas Wynn, Registrar Edwin H. Scott  
 Georgia State Womans College: President Frank Robertson Reade, Dean Lena J. Hawks  
 Georgia, University of: President Harmon Caldwell, Professor Wm. D. Hooper  
 Greensboro, College: President Luther L. Gobbel  
 Hampden-Sydney College: President E. G. Gammon, Dean David C. Wilson  
 Hardin-Simmons University: Executive Vice-President R. N. Richardson  
 Hollins College: President Bessie C. Randolph  
 Howard College: President H. G. Davis, Dean Percy Pratt Burns, Director of Summer School and Extension O. S. Causey  
 Huntingdon College: President Hubert Searcy  
 Incarnate Word College: Dean Sister M. Calixta  
 John B. Stetson University: President W. S. Allen  
 Judson College: President L. A. Cleverdon  
 University of Kentucky: Dean William S. Taylor, Professor M. E. Ligon, Ezra L. Gillis, Dean Paul P. Boyd, Registrar Leo M. Chamberlain, Assistant Dean L. W. Croft  
 Kenoi-Rhyne College: President P. E. Monroe, Professor Monroe Craig Yoder  
 Limestone College: President R. C. Granberry, Dean John F. Bozard  
 Lincoln Memorial University: President Stewart W. McClelland, Registrar Hugh Trent Ramsey  
 Louisiana College: President Claybrook Cottingham  
 Louisiana Polytechnic Institute: President E. S. Richardson, Dean Herbert L. Hughes, Associate Professor Amos W. Ford  
 Louisiana State University: Acting President Paul M. Hebert, Dean C. A. Ives,

- Dean F. C. Frey, Professor Homer L. Garrett, Acting Vice-President and Comptroller Troy H. Middleton, Professor E. B. Robert, Dean of Lake Charles Junior College Joe Farar, Dean of Northeast Junior College C. C. Colvert
- Louisville, University of: President Raymond A. Kent
- Loyola University: President P. A. Roy, Dean W. J. Basher, Professor James F. Whelan, Professor J. B. Bassich
- Lynchburg College: President Riley B. Montgomery, Dean John Lowell Davis
- Madison College: President Samuel Page Duke
- Mary Baldwin College: President L. Wilson Jarman, Dean Martha S. Grafton, Registrar Marguerite Hillhouse
- Mary Hardin-Baylor College: President Gordon Grady Singleton
- Maryville College: President Ralph Waldo Lloyd, Dean Frank D. McClelland, Dean Edwin Ray Hunter, Professor George Dewey Howell, Athletic Director L. S. Honaker
- Mary Washington College: President Morgan L. Combs
- Mercer University: President Spright Dowell, Dean John B. Clark, Professor J. R. Parsell, Director Student Guidance Otis Dewey Knight, Registrar John Davis Blair
- Meredith College: President Carlyle Campbell
- Middle Tennessee State Teachers College: President Quentin M. Smith, Clayton L. James
- Millsaps College: President M. L. Smith, Dean William E. Riecken
- Mines and Metallurgy, College of: President D. M. Wiggins
- Mississippi College: President D. M. Nelson, Dean W. H. Sumrall
- Mississippi Southern College: Dean R. G. Lowrey
- Mississippi State College: President George Duke Humphrey, Professor S. B. Hathorn, Dean Herbert Drennon
- Mississippi State College for Women: President B. L. Parkinson
- Mississippi, University of: Chancellor Alfred B. Butts, Dean Victor A. Coulter, Dean F. E. Farquear
- Morehead State Teachers College: Dean W. H. Vaughan
- Murray State Teachers College: President James H. Richmond
- Nazareth College: President Sister Mary Anastasia Coady, Dean Sister Mary Ramona Mattingly
- Newberry College: President J. C. Kinard
- North Carolina State College: Director of Registration W. L. Mayer
- North Carolina, University of: Dean Thomas J. Wilson, Jr., Professor Guy B. Phillips, Professor Howard W. Odum, Professor Edgar W. Knight
- North Texas State Teachers College: President W. Joseph McConnell
- Our Lady of the Lake College: Dean Mother M. Angelique, Registrar Sister Mary Ria
- Queens College: President H. B. Blakely, Dean James M. Godard
- Randolph-Macon College: President J. Earl Moreland, Dean T. M. Simpson
- Randolph-Macon Woman's College: President Theodore H. Jack, Dean C. C. French
- University of Richmond: President F. W. Boatwright
- Roanoke College: President C. J. Smith
- Rollins College: Dean W. S. Anderson
- Salem College: Associate to the President Brant R. Snavelly
- Sam Houston State Teachers College: Dean James G. Gee
- Shorter College: President Paul M. Cousins
- South Carolina, University of: President J. R. McKissick, Dean L. T. Baker, Dean

- F. W. Bradley, Professor J. A. Stoddard, Professor J. McTyeire Daniel  
 South Georgia Teachers College: Dean Zack Henderson  
 Southern Methodist University: President Humphrey Lee, Acting Dean F. D. Smith  
 Southern Texas State Teachers College: Dean Alfred Henry Nolle  
 Southwestern Louisiana Institute: President L. E. Frazar, Dean H. L. Griffin,  
 Professor H. M. Long, Director of Extension G. J. Tinsley, Professor Harry De-  
 LaRue, Professor George B. Claycomb, Associate Professor Jos. A. Riehl  
 Southwestern: President Charles E. Diehl  
 Southwestern University: President John W. Bergin, Professor John C. Godbey  
 Spring Hill College: President William D. O'Leary, S.J., Dean Andrew Cannon  
 Smith  
 State Teachers College, Farmville, Virginia: President Joseph Leonard Jarman  
 State Teachers College, Florence, Alabama: Dean Clarence B. Collier  
 State Teachers College, Jacksonville, Alabama: Personnel Director James F. Pence  
 State Teachers College, Livingston, Alabama: President Noble F. Greenhill  
 Stephen F. Austin State Teachers College: Dean Thomas Ewing Ferguson  
 Sul Ross State Teachers College: President Horace Wilson Morelock  
 Tennessee Polytechnic Institute: President J. M. Smith  
 Tennessee, University of: Dean Fred C. Smith, Professor R. E. Parker, Registrar  
 R. F. Thomason  
 Texas Christian University: Dean Colby D. Hall  
 Texas College of Arts and Industries: President J. O. Loftin  
 Texas State College for Women: President L. H. Hubbard, Dean E. Z. White  
 Texas Technological College: President C. B. Jones  
 Texas, University of: Professor J. G. Umstattd, Professor Bess Heflin  
 The Citadel: Professor Clifton L. Hair  
 Transylvania College: President Raymond Francis McLain  
 Trinity University: President Frank L. Wear  
 Tulane University: President Rufus C. Harris, Dean Edward A. Bechtel, Professor  
 Daniel Stanley Elliott  
 Tulane University-Newcomb College: Chairman Admissions J. Adair Lyon  
 Tusculum College: President Charles A. Anderson  
 Union College: President C. Boatman, Dean C. R. Wimmer  
 University of the South: Vice-Chancellor Alexander Guerrey, Dean G. M. Baker  
 Vanderbilt University: Chancellor O. C. Carmichael, Dean John Pomfret, Dean  
 Franklin C. Paschal  
 Virginia Military Institute: Dean James A. Anderson  
 Virginia Polytechnic Institute: Dean J. E. Williams  
 Virginia, University of: Professor W. R. Smithey, Professor W. H. Faulkner, Pro-  
 fessor A. M. Jarman  
 Wake Forest College: President Thurman Kitchin, Dean Daniel B. Bryan  
 Washington and Lee University: Dean R. H. Tucker, Professor Walter A. Flick  
 Wesleyan College: President Dice Robins Anderson, Dean Samuel L. Akers  
 Western Kentucky State Teachers College: President Paul L. Garrett, Dean F. C.  
 Grise  
 West Tennessee State Teachers College: President Richard C. Jones, Enoch L.  
 Mitchell  
 West Texas State Teachers College: Dean R. P. Jarrett  
 William and Mary, College of: Dean K. J. Hoke  
 Winthrop College: President Shelton Phelps, Dean Mowat G. Fraser, Registrar  
 John G. Kelly, Associate Professor Ray A. Furr

Wofford College: Dean Arthur Mason DuPre

Woman's College University of North Carolina: Dean W. C. Jackson

#### FOUR-YEAR NON-MEMBER COLLEGES

Bessie Tift College: President C. L. McGinty

LaGrange College: President H. T. Quillian

Kentucky Wesleyan College: President Paul Shell Powell

Belhaven College: President G. T. Gillespie

Elon College: President Leon Edgar Smith

Flora Macdonald College: President Henry G. Bedinger

Lander College: President J. W. Speake, Assistant to the President C. P. Hogarth

Presbyterian College: President W. P. Jacobs, Dean Marshall W. Brown

Cumberland University: President Ernest L. Stockton, Dean Leroy Vogel

King College: President T. P. Johnston

Milligan College: Dean Clement M. Eyler

Tennessee College: President Edward Leland Atwood, Dean J. A. Kirtley

Union University: President John Jeter Hurt

Abilene Christian College: Vice President and President-Elect Don H. Morris

Howard Payne College: President Thomas Hendricks Taylor

St. Mary's University: President Walter Francis Golatka, Dean-Registrar Thomas

Joseph Treadaway, Inspector of School Eugene A. Paulin

Texas Wesleyan College: President Law Sone

#### JUNIOR COLLEGES

Amarillo College: President John Fremont Mead

Andrew College: President Stephen Chester Olliff

Armstrong Junior College: President Ernest A. Lowe, Dean J. Thomas Askew

Averett College: President Curtis Vance Bishop, Professor C. A. Matheny

Belmont Abbey College: Rector Cuthbert Edward Allen

Brownsville Junior College: President E. C. Dodd

East Central Junior College: President L. O. Todd

Emory at Oxford: Division Executive George S. Roach

Emory at Valdosta: Division Executive A. Hollis Edens

Georgia Military College: President Joseph H. Jenkins, Dean R. A. Thorne

Georgia Southwestern College: President Peyton Jacob

Gulf Park College: President Richard G. Cox

Hardin Junior College: President Herbert D. Fillers, Dean George M. Crutsinger

Hinds Junior College: President George M. McLendon

Holmes Junior College: President M. C. McDaniel

Jones County Junior College: President M. P. Bush, Dean J. B. Young

Junior College of Augusta: President E. W. Hardy, Dean A. P. Markert

Kilgore College: Dean B. E. Masters

Lamar Junior College: Dean D. W. Boitnott

Lon Morris College: President Cecil Edward Peebles

Marion Institute: Dean L. H. Baer, Business Manager Thos. A. Wood

Mars Hill College: Dean Isaac Newton Carr

Middle Georgia College: President Leo H. Browning

Mount St. Joseph Junior College: Dean Sister M. Christina Eckmans

Paris Junior College: Miss Imogene Bentley

Pikeville College: President H. M. Crooks, Dean A. A. Page



Sacred Heart College : Dean of Women Sr. M. Bernard Schieman, Professor Sister Mary Louis Morgan  
 San Angelo College : President W. H. Elkins, Dean C. C. Minatra  
 St. Bernard Junior College : Dean Aloysius Menges, Secretary and Registrar Eugene Flynn  
 St. Mary's School and Junior College : President Mrs. Margaret Cruikshank  
 St. Petersburg Junior College : Dean of Women Frances L. West  
 Schreiner Institute : President J. J. Delaney  
 Southern Junior College : President John Charles Thompson  
 South Georgia College : President Joseph Meriwether Thrash, Registrar J. T. Barrs  
 Sullins College : President W. E. Martin, Dean D. L. Metts  
 Tennessee Wesleyan College : President James L. Robb  
 Texarkana College : Dean W. P. Akin  
 Texas Lutheran College : Dean Adolph Carl Streng  
 Tyler Junior College : Dean H. E. Jenkins  
 Virginia Intermont College : President H. G. Noffsinger  
 Ward-Belmont : President J. E. Burk, Dean R. C. Provine, Principal A. C. Allison  
 West Georgia College : President I. S. Ingram, Dean D. F. Folger

## SECONDARY SCHOOLS

*Alabama*

Anniston High School : Principal P. G. Myer  
 Bessemer High School : Principal Jas. A. Davis  
 Birmingham Public Schools : Assistant Superintendent L. Frazer Banks  
 Sacred Heart Academy, Cullman : Sister Perpetua Tape  
 Fairfield High School : Principal W. H. McMurry  
 DeKalb County High School, Fort Payne : Principal W. W. Brown  
 Huntsville High School : Superintendent William Grady Hamm  
 LaFayette High School : Principal J. M. Briscoe  
 Convent of Mercy Academy, Mobile : Sister M. Angela, R. S. M.  
 Montgomery Public Schools : Superintendent Clarence Moore Dannelly  
 Sidney Lanier High School, Montgomery : Principal J. S. McCants  
 Pike Road High School : Principal T. A. Belser  
 Montgomery County High School, Ramer : Principal P. H. Harris

*Florida*

South Broward High School, Dania : Supervising Principal E. A. Crudup  
 Tate Agricultural High School, Gonzalez : Supervising Principal O. A. Strange  
 The Bolles School, Jacksonville : Executive Headmaster R. McPainter, Associate Headmaster Albert W. Clemens  
 Putnam High School, Palatka : Supervising Principal G. C. Roberts  
 St. Michael High School, Pensacola : Principal Sister Mary Consuella, R. S. M.  
 St. Joseph Academy, St. Augustine : Principal Mother Theresa Joseph, Directress Sister Anna Maria  
 St. Leo Academy : Principal Ernest Schultz  
 St. Petersburg High School : Supervising Principal Albert J. Geiger  
 Sacred Heart Academy, Tampa : Sister Lucy Josephine, Sister Barbara Mary  
 Tampa College High School : Principal J. P. McHugh  
 Palm Beach High School, West Palm Beach : Principal H. L. Watkins  
 St. Ann's High School, West Palm Beach : Principal Sister Mary Edmund Harrison

*Georgia*

- Sparks-Adel High School, Adel: Superintendent Frank M. Hughes  
 Americus Public Schools: Superintendent S. C. Haddock  
 Arlington High School: Principal M. W. Branch  
 Athens High School: Principal Edward B. Mell  
 Atlanta Public Schools: Assistant Superintendent H. Reid Hunter, Supervisor Jesie Claire Slocumb  
     Fulton High School: Principal John E. White  
     Marist College High: Principal P. H. Dagneau, S. M.  
     North Avenue Presbyterian School: Principal Thyrza S. Askew, Ethel K. Ware, Alice Prioleau Rivers  
     Technological High School: Principal W. Owen Cheney  
 Tubman High School, Augusta: Principal T. S. Garrett  
 Gordon Military, Barnesville: President Joseph E. Guillebeau, Vice President G. B. Connell  
 Blackshear High School: Superintendent Alfred L. Davis  
 Blakely High School: Superintendent Alex Carswell  
 Blue Ridge Schools: Superintendent Thos. B. Clyburn  
 Calhoun High School: Superintendent James Harwell House  
 Carrollton High School: Superintendent M. C. Wiley  
 Chamblee High School: Principal M. E. Smith  
 Gordon Lee High School, Chickamauga: Superintendent W. M. Patterson  
 Claxton Public Schools: Superintendent O. H. Joiner  
 Georgia Military Academy, College Park: President Wm. R. Brewster  
 Miller County High School, Colquitt: Superintendent F. L. Ivie  
 Cuthbert High School: Superintendent Walter H. Drake  
 Dalton High School: Superintendent Walter Stancil  
 Dublin High School: Superintendent Adiel James Hargrove  
 Druid Hills School, Emory University: Superintendent H. C. Bryant, Principal E. B. Brown  
 Fort Gaines High School: Principal H. L. Shearouse  
 Riverside Military Academy, Gainesville: Principal John C. Moore, Vice President John Lowry Beaver, Registrar James K. Moonry  
 Griffin High School: Principal Carl G. Renfroe  
 LaGrange High School: Superintendent B. A. Lancaster, Principal F. M. Chalker  
 Lawrenceville High School: Superintendent F. G. Nelms  
 A. L. Miller High School, Macon: Principal H. S. Lasseter  
 Lanier High School for Boys, Macon: Principal A. J. Swann  
 Lanier High School for Girls, Macon: Principal Anna Corry Weaver  
 Metter High School: Superintendent Oscar Lunsford  
 Peabody High School, Milledgeville: Superintendent Mildred English, Principal Mary Lee Anderson  
 Millen High School: Superintendent J. F. Sosby  
 Moultrie High School: Superintendent J. L. Yarden  
 Norman Park High School: President Jane Felder Carroll  
 Quitman High School: Superintendent Allen C. Smith  
 Rabun Gap High School: Superintendent James C. Tribble  
 Darlington School, Rome: President C. R. Wilcox  
 Savannah Public Schools: Superintendent Ormond B. Strong  
     The Pape High School, Savannah: Principal Nina A. Pape  
     Savannah High School: Principal John A. Varnidoe<sup>1</sup>

Statesboro High School : Superintendent S. H. Sherman  
Sylvania High School : Superintendent Charles L. Miller  
Tate High School : Superintendent Rowland W. Ransom  
R. E. Lee Institute, Thomaston : Principal Samuel F. Burke  
Tifton High School : Superintendent G. O. Bailey, Jr.  
Waynesboro High School : Superintendent John B. Scoggins  
Winder Public Schools : Superintendent Hubert Kenneth Adams  
Wrens High School : Superintendent John S. Warren

*Kentucky*

Ashland High School : Principal Edgar Kelly Smith  
Benham High School : Principal John A. Dotson, Jennie E. Ramsey, Joseph Lee McCauley, Juliet R. Chick  
Holmes High School, Covington : Principal Howard H. Mills  
Lexington Public Schools : Superintendent Henry H. Hill, Principal A. B. Crawford  
Male High School, Louisville : Principal W. S. Milburn  
Shawnee High School, Louisville : Principal Robert B. Clem  
Kentucky Military Institute, Lyndon : Headmaster Nelson C. Hodgins  
Mt. St. Joseph Academy, Maple Mount : Principal Sister Eugenia Scherm  
Newport High School : Principal James Lee Cobb  
Winchester High School : Principal Frank Johnson Ogden

*Louisiana*

Bolton High School, Alexandria : Principal Scott Miller Brame  
St. Joseph Academy, Baton Rouge : Principal Sister Mary Frances, Sister M. Veronica  
Lafayette High School : Principal Robert E. Chaplin  
Mansfield Public Schools : Principal I. C. Strickland  
Minden Public School : Principal Spencer Ray Emmons  
New Orleans :  
Isidore Newman School : Director Clarence Cherrington Henson  
Jesuit High School : Principal Joseph C. Mulhern, S.J.  
St. Joseph Academy : Assistant Principal Sister Mary Anthelma, Sister Julia Marie  
St. Mary's Dominican High School : Principal Sister Mary Clara, O.P., Sister Mary Eugene, O.P.  
Ursuline Academy : Principal Mother Thomas  
Vinton High School : Principal J. M. Boyet

*Mississippi*

Bay St. Louis High School : Superintendent S. J. Ingram  
Saint Stanislaus Academy, Bay St. Louis : Principal, Brother Alexis  
Belzoni High School : Superintendent Sale T. Lilly  
Biloxi High School : Superintendent George W. Ditto  
St. Mary of the Pines, Chatawa : Sister M. Clarissa, Sister Mary Julitta, Sister M. Gerald  
Clarksdale High School : Superintendent Harvey Brown Heidelberg  
Cleveland High School : Superintendent W. J. Parks  
Clinton High School : Superintendent John M. Lassetter  
Greenville High School : Superintendent Forrest W. Murphy  
Gulfcoast Military Academy : Principal Major Joe Edward Belka  
Gulfport High School : Superintendent B. F. Brown

Hattiesburg Public Schools: Superintendent Stephen Henry Blair  
 Central High School, Jackson: Principal J. L. Roberts  
 Meridian High School: Superintendent H. M. Ivy  
 Merigold High School: Superintendent F. W. Young  
 Moss Point High School: Superintendent A. L. Monroe  
 Pass Christian High School: Superintendent Frank L. French  
 Rosedale High School: Principal Cecil Orlando Brunson  
 Yazoo City High School: Superintendent Riley J. Koonce

*North Carolina*

Christ School, Arden: Headmaster David P. Harris  
 Academy of St. Genevieve-of-the-Pines, Asheville: Assistant Principal Mother  
 Margaret Mary Potts, Dean Junior College Mother Lucienne Francoise Jannin  
 Belmont Abbey College Preparatory School, Belmont: Rev. Raphael Edward  
 Arthur  
 Campbell College High School, Buies Creek: President L. H. Campbell  
 Goldsboro High School: Principal J. W. Gaddy  
 Greenville High School: Principal Vester Moye Mulholland  
 Blue Ridge School, Hendersonville: President Joseph R. Sandifer  
 Oak Ridge Military Institute: Superintendent T. O. Wright  
 Hugh Morson High School, Raleigh: Principal G. H. Arnold  
 Methodist Orphanage High School, Raleigh: Principal Jesse Ormand Sanderson  
 Needham Broughton High School, Raleigh: Principal Paul A. Reid  
 Rocky Mount High School: Principal Isaac Epps Ready  
 Sanford High School: Superintendent G. R. Wheeler, Principal Eugene R. Smith  
 New Hanover High School, Wilmington: Principal T. T. Hamilton, Jr.  
 Charles L. Coon High School, Wilson: Superintendent S. G. Chappell  
 Winston-Salem City Schools: Superintendent John W. Moore, Principal K. G.  
 Phillips

*South Carolina*

Ashley Hall, Charleston: Principal Mary V. McBee, Susanna King Mazyck  
 Charleston High School: Principal Henry O. Strohecker  
 Porter Military Academy, Charleston: Superintendent Paul M. Thrasher  
 Columbia High Schools: Superintendent A. C. Flora, Principal D. L. McCormac,  
 Principal E. R. Crow  
 Florence High School: Assistant Principal H. O. Gee  
 Parker High School, Greenville: Principal T. M. Nelson  
 Greenwood High School: Superintendent W. E. Black, Principal W. W. Benson  
 Laurens High School: Superintendent C. K. Wright  
 Newberry High School: Superintendent O. B. Cannon  
 North Charleston High School: Principal C. A. Pigott  
 Sumter High School: Superintendent William Henry Shaw, Assistant Superin-  
 tendent Louise Y. Earle, Principal Hugh T. Stoddard

*Tennessee*

Chatham County Central High School, Ashland City: Principal James Alton  
 Barksdale  
 Baxter Seminary: President Harry L. Upperman  
 Webb School, Bell Buckle: Principal Wm. Robert Webb  
 Polk County High School, Benton: Principal R. M. Blair  
 Bristol High School: Principal Isaac D. Eggers

Central High School, Chattanooga : Principal S. E. Nelson  
 The McCallie School, Chattanooga : Headmaster Spencer J. McCallie, James Park  
 McCallie, Spencer J. McCallie, Jr.  
 Notre Dame High School, Chattanooga : Principal Sister Jane Frances Beck  
 Clarksville High School : Principal Bluford L. Hassell  
 Collierville High School : Principal C. Herbert Harrell  
 Columbia Military Academy : Clifton Alexander Ragsdale  
 Battle Ground Academy, Franklin : Headmaster George I. Briggs  
 Goodlettsville High School : Principal Walter E. Lowe  
 Kingsport High School : Principal Charles K. Koffman  
 Senior High School, Knoxville : Principal Wm. Ernest Evans  
 Memphis High Schools : Superintendent Ernest C. Ball :  
   Christian Brothers College High School, Memphis : Principal Brother J. Matthew  
   Lausanne School for Girls, Memphis : Principal Emma DeSaussure Jett  
   St. Agnes Academy, Memphis : Principal Sister Julia Polin  
 Middleton High School : Principal Quinnie Armour  
 Murfreesboro High School : Superintendent J. C. Mitchell  
 Nashville City Schools : Superintendent W. A. Bass  
   Central High School, Nashville : Principal Herbert Thurman Hays  
   Duncan College Prep School, Nashville : Principal Marvin T. Duncan  
   Father Ryan High School, Nashville : Superintendent George Joseph Flanigan,  
     Principal Samuel Ernest Wiley  
   Isaac Lutton High School, Nashville : Principal G. C. Carney  
   St. Bernard Academy, Nashville : Principal, Sister Mary Irene  
   St. Cecilia Academy, Nashville : Principal, Sister Mary Agnes  
   Wallace University School, Nashville : Principal Clarence B. Wallace  
 Rockwood High School : Superintendent Theodore R. Eutsler  
 St. Andrews School : Headmaster Augustus Alfred Koski, Chaplain Wm. R. D.  
 Turkington  
 Tennessee Military Institute, Sweetwater : Superintendent Charles Ross Endsley  
 Tyner High School : Principal C. C. Burgner

#### *Texas*

Brownsville High School : Superintendent E. C. Dodd  
 Highland Park High School, Dallas : Principal Ben W. Wiseman  
 The Hockaday School, Dallas : President, Miss Ela Hockaday  
 Ball High School, Galveston : Principal William Alonzo James  
 Hillsboro High School : Superintendent Loy Wm. Hartsfield  
 Kinkaid School, Houston : Assistant Principal Wm. W. Kinkaid  
 Port Arthur High School : Assistant Superintendent T. Q. Srygley  
 Central Catholic High School, San Antonio : Principal Henry Charles Ringkamp  
 Incarnate Word High School, San Antonio : Sister Mary Edward  
 Ursuline Academy, San Antonio : Principal, Mother Mary  
 San Marcos Academy : President Raymond McCarey Cavness  
 Texarkana High School : Principal B. B. Lawson

#### *Virginia*

George Washington High School, Alexandria : Principal Henry T. Moncure  
 Arlington Hall : President Carrie Sutherland  
 Hargrave Military Academy, Chatham : President Aubrey Heyden Camden  
 George Washington High School, Danville : Supervising Principal Fred W. Greene



E. C. Glass High School, Lynchburg : Superintendent Omer Carmichael  
 Newport News High School : Principal Lamar R. Stanley  
 Maury High School, Norfolk : Principal Arthur Brantley Bristow  
 Woodrow Wilson High School, Portsmouth : Principal J. Leon Codd  
 Radford High School : Superintendent Fred O. Wygal, Principal Lucien D. Adams  
 John Marshall High School, Richmond : Principal James C. Harwood  
 Jefferson High School, Roanoke : Principal John D. Riddick  
 Woodberry Forest High School : Headmaster J. Carter Walker

#### VISITORS FROM MEMBER STATE DEPARTMENTS OF EDUCATION

Knox M. Broom, Supervisor, Jackson, Mississippi  
 J. M. Bryant, Assistant State Supervisor of Education, Jackson, Mississippi  
 George Judson Cain, Director Department of Information and Statistics, Jackson, Mississippi  
 E. R. Jobe, High School Supervisor, Jackson, Mississippi  
 D. R. Patterson, Director of Instruction, Jackson, Mississippi  
 A. B. Combs, High School Supervisor, Raleigh, N. C.  
 J. Henry Highsmith, Director Division of Instruction, Raleigh, North Carolina  
 James Elgan Hillman, Raleigh, North Carolina

#### OTHER VISITORS

Morrison McCall, State Department of Education, Montgomery, Alabama  
 W. L. Spencer, State Department of Education, Montgomery, Alabama  
 E. G. McGehee, Jr., State Department of Education, Montgomery, Alabama  
 Paul Eddy, State Department of Education, Tallahassee, Florida  
 DeWitt Everett Williams, State Department of Education, Tallahassee, Florida  
 John H. Cook, State Department of Education, Rome, Georgia  
 H. S. Burdette, State Department of Education, LaGrange, Georgia  
 T. Jack Dempsey, State Department of Education, Athens, Georgia  
 J. M. Gooden, State Department of Education, Atlanta, Georgia  
 Mark Godman, State Department of Education, Frankfort, Kentucky  
 Richard E. Jagers, State Department of Education, Frankfort, Kentucky  
 Clark LeBlanc Barrow, State Department of Education, Baton Rouge, Louisiana  
 William D. Nixon, State Department of Education, Columbia, South Carolina  
 Robert Roy Vance, State Department of Education, Nashville, Tennessee  
 W. E. Turner, State Department of Education, Nashville, Tennessee  
 J. W. O'Banion, State Department of Education, Austin, Texas  
 Fred M. Alexander, State Department of Education, Richmond, Virginia

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University of Miami, Coral Gables, Florida : President B. F. Ashe, Dean J. F. W. Pearson  
 Barry College, Miami Beach, Florida : Sister Jean Marie Sheridan  
 University of Tampa, Florida : President J. H. Sherman  
 Ashland Junior College, Ashland, Kentucky : Dean Herbert C. Hazel  
 St. Mary's Dominican College, New Orleans, La. : President Sister Mary Vincent, Dean Sister Mary Kevin, O.P.  
 Southeastern Louisiana College, Hammond : President J. Leon Clark, Dean G. W. P. Bond  
 Ursuline College, New Orleans : Dean Mother Rose

Whitworth College, Brookhaven, Mississippi : President Robert Sinclair Daniel  
 Appalachian State Teachers College, Boone, North Carolina : President B. B. Dougherty, Dean J. D. Rankin, Professor Chapell Wilson, Edwin Shull Dougherty  
 Peace Junior College, Raleigh, North Carolina : President William Cornelius Pressly  
 Western Carolina Teachers College, Cullowhee, North Carolina : President H. T. Hunter, Dean Wm. Ernest Bird  
 David Lipscomb College, Nashville, Tennessee : Principal Max Hamrick, Dean Norman L. Parks  
 Freed Hardeman College, Henderson, Tennessee : Dean C. P. Roland  
 Madison College, Tennessee : President Edward A. Sutherland, Dean Floyd Bralliar  
 Siena College, Memphis : Dean Sister Raymunda, O.P.  
 Scarritt College, Nashville : President J. L. Cuninggim, Registrar J. M. Batten  
 Corpus Christi Junior College, Texas : Dean E. L. Harvin  
 St. Edward's University, Austin, Texas : Vice President J. J. Lane  
 Bluefield College, Virginia : President Edwin C. Wade  
 Shenandoah College, Dayton, Virginia : President Wade S. Miller  
 St. Paul's High School, Birmingham, Alabama : Principal Angela Janeway  
 Bishop Toolen High School, Mobile, Alabama : Principal Sister Mary Medric  
 Diocesan Schools of Mobile, Alabama : Superintendent Leo M. Brynes  
 Tallassee High School, Alabama : Librarian Eunice Brunelle Watson  
 Hewitt High School, Trusville, Alabama : Principal H. L. Searcy  
 Sacred Heart School, Atlanta, Georgia : Sister P. Mary Lukoy, Sister Frances Jane, Sister Carmelita Dowling, Sister Cassell Anna Marie  
 Richardson High School, College Park, Georgia : Principal L. L. Deck  
 Rabun Gap-Nacoochee School, Georgia : President George C. Bellingrath, Dean H. L. Fry, Professor Berry Floyd  
 St. Vincent's Academy, Savannah, Georgia : Superior Stella Maris Bergin, S.M., Principal Mary Angela Bresnahan  
 Swainsboro High School, Georgia : Superintendent W. R. Morris  
 Wilkes County High School, Tignal, Georgia : Superintendent C. H. Sullivan  
 Villa Rica School, Georgia : Superintendent Joe Bowen  
 Giles County High School, Pulaski, Tennessee : Principal W. P. Morton

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Fisk University, Nashville, Tennessee : President Thomas Elsa Jones  
 Xavier University, New Orleans, Louisiana : President Mother M. Agatha, Dean Sister M. Madeleine Sophie, Dean M. C. D'Argonne

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Fred McCuistion, General Education Board, New York City  
 E. D. Grizzell, Middle States Association, University of Pennsylvania  
 W. E. Peik, North Central Association, Minneapolis, Minnesota  
 Edward B. Rooney, Jesuit Educational Association, New York City  
 Harlie Lawrence Smith, Board of Higher Education, Disciples of Christ, Indianapolis, Indiana  
 Frank C. Jenkins, Southern Association Study, Nashville, Tennessee  
 B. Frank Davis, Educational Personnel and Consultant Service, Tuscaloosa, Alabama  
 J. Clyde Orr, Bessemer Board of Education, Alabama  
 C. W. Phillips, Jefferson County Schools, Birmingham, Alabama  
 William Spencer Johnson, Duval County Schools  
 William Pitcher, St. Tannay Parish School Board, Covington, Louisiana  
 Roy H. Gill, Brooks County Schools, Quitman, Georgia

P. C. King, Clay County Schools, Fort Gaines, Georgia  
Wm. Thomas Rowland, Public Schools, Louisville, Kentucky  
Sue M. Powers, Shelby County Schools, Memphis, Tennessee  
Henry I. Willett, Staunton, Virginia  
Emmett V. Whelchel, WPA of Georgia, Atlanta, Georgia  
John H. Lang, Administrator NYA of North Carolina, Raleigh  
C. H. Barker, Director of Work Projects NYA, Atlanta, Georgia  
P. L. Johnston, GEA, Atlanta, Georgia  
Purney Bishop, Physical Education Instructor, Atlanta, Georgia  
George W. Cox, College and Specialist Bureau, Memphis, Tennessee  
R. D. Cooper, South-Western Publishing Company, Cincinnati, Ohio  
Carl J. Strang, Henry Holt and Company, Atlanta, Georgia  
A. L. Work, Ginn and Company, Atlanta, Georgia

# Minutes of the Forty-fourth Annual Meeting of the Association, Atlanta, Georgia, April, 11-12, 1940

The Commissions on Secondary Schools, on Institutions of Higher Education, and on Curricular Problems and Research were in session from April 8 through April 10. The reports of these three commissions will be found on pages 245-321 of this issue of the *QUARTERLY*.

The official programs of the Association for Thursday, April 11, and Friday, April 12, were carried out as follows. Father Roy, President of the Association, presided at each meeting.

THURSDAY MORNING, APRIL 11, 1940, 9:00 A.M.

The BALLROOM, ATLANTA BILTMORE HOTEL

Program Theme of the Meetings of the Association :

*Education's Responsibility to Democracy.*

1. Music.—Atlanta High School Choir, Miss Anne Grace O'Callaghan, Director, Music Supervisor, Atlanta High Schools, Atlanta, Georgia  
    "An Angel Said to Mary"  
    "Go Tuneful Bird"  
    "I Dream of Jeannie"  
    "Say Thou Lovest Me"
2. Invocation.—President Harvey W. Cox, Emory University, Atlanta, Georgia
3. "Associate Superintendent Charles A. Brown. A Tribute."—Assistant Superintendent L. Frazer Banks, Birmingham City Schools, Alabama  
    "Chancellor James H. Kirkland. A Tribute."—Headmaster Spencer J. McCallie, The McCallie School, Chattanooga, Tennessee
4. Address of Welcome.—The Honorable William B. Hartsfield, Mayor of Atlanta
5. Response to Address of Welcome.—Superintendent Ernest C. Ball, Memphis City Schools, Tennessee. Vice President of Southern Association of Colleges and Secondary Schools
6. Address : "American Democracy Challenges Education."—Dr. Richard Reid, Editor, *The Catholic News*, New York City
7. Announcements
8. Address : "The University as a Guardian of Democracy."—President H. M. Gage, Coe College, Cedar Rapids, Iowa ; Chairman of Board

of Review and Chairman of Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools

#### 9. Discussion

Dr. William R. Smithey of the University of Virginia, chairman of the special committee of the Southern Association on coöperation with the Southern University Conference, was presented to the Association regarding the report of the Joint Committee on Teacher Training. Dr. Alexander Guerry and Dr. R. E. Jagers presented the report to the Association and Dr. Smithey moved the adoption of the report. Dr. R. C. Grier expressed the wish that the thanks of the Association be extended to the committee. The report was adopted.

Dr. Smithey reported that the committee wished to carry on the work and recommended the continuance of the committee. The motion that the committee working on this study be continued on the part of the Southern Association was adopted.

### REPORT OF THE JOINT COMMITTEE ON TEACHER TRAINING OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS AND THE SOUTHERN UNIVERSITY CONFERENCE

The tentative criteria to be used as a basis for formulating general patterns for the certification of secondary teachers in the Southern Area were presented to the Southern Association of Colleges and Secondary Schools at the 1939 session held in Memphis, Tennessee. The tentative criteria received the endorsement of the Southern Association. During the period since that time the Committee of Action under the general authority of the Joint Committee has been working to formulate a practical minimum pattern for the certification of secondary teachers, which pattern would be within the framework of the criteria.

The year's study revealed two things which have guided the Committee of Action in formulating its report: (1) the tentative criteria representing the concept of teacher education endorsed at the 1939 meeting of the Southern Association should be re-stated in the light of experiences, and (2) the minimum general pattern for the certification of teachers should be stated in liberal terms so that it may become a usable agency in administering a program of reciprocal relations.

The general agreements of the Committee of Action, made up of the State Directors of Teacher Education and Certification and their consultants, were acted upon in Atlanta, Georgia, January 18-19, 1940. The recommendations follow:

#### A. Criteria, Representing a Basic Concept of Teacher Education.

1. *Teacher education in a democracy must have a definite objective.* The objective of teacher education is to make available leaders in learning who have (1) an understanding of the purposes and functions of education in our democracy and (2) the ability (a) to guide learners at the different learning levels in the selection of worth-while activities and experiences, and (b) to aid learners in using their abilities, aptitudes, experiences, and interests toward the achievement of their life purposes.



2. *Teacher education must lead to an understanding of the major problems of social life.* There should be provision in teacher education for broad general knowledge which offers reasonable guarantee that the prospective teacher shall, through extensive study in such areas as language arts, fine arts, practical arts, mathematics, science, social sciences, health, and welfare, acquire an understanding of the major problems of social life and their implications for the learners whom he leads, for his fellow workers, for the parents, and for the public in general.
3. *Teacher education must develop leaders in the major learning areas and learning levels.* There should be provision in teacher education for intensive study of the problems in these teaching areas and learning levels—(1) in which the prospective teacher is interested, (2) for which he has aptitudes, and (3) in which there is reasonable promise that he may find employment.
4. *Teacher education must provide for professional integration and orientation.* Provision should be made in teacher education whereby the prospective teacher may employ his knowledge and understandings in learning situations, and to that end his preparation should include (1) understanding of the vital problems in connection with the growth and development of children; (2) an understanding of the organization and control of learning programs in the school; (3) knowledge and understanding of the application of methods and uses of materials suited to the different learning levels; (4) an opportunity to integrate his own educational experiences by actual teaching under competent guidance.
5. *Teacher education must provide for selection and for evaluating results.* Teacher education should provide a workable plan of pro-training selection, in-training guidance, and follow-up evaluation to the end that only those persons may be permitted to complete teacher-education curricula who manifest during their preparation: (1) physical, emotional, and mental fitness, (2) an appreciation of the science and art of living, (3) a genuine interest in teaching as a profession, (4) an understanding of the implications of education as a constructive agency in maintaining and improving our American way of life, (5) capacity for becoming effective leaders of learners, (6) an aptitude for the teaching area and school level chosen, (7) satisfactory academic achievement, and (8) adequate general scholarship.

#### **B. Minimum Pattern for Reciprocal Relations.**

1. The amount and quality of training of an out-of-state applicant for a secondary certificate shall be substantially equivalent to that required for the secondary certificate in the state in which he applies.
2. The applicant shall be graduated with a baccalaureate degree from a four-year college accredited by the Southern Association of Colleges and Secondary Schools, or similar accrediting authority.
3. The applicant shall show by an official transcript that he has completed a curriculum substantially as follows:
  - a. There shall be a transcript of college work showing that the applicant has a broad general knowledge of the major problems of social life represented by approximately two years of study (10-12 semester hours) each in English, sciences (mathematics may be included), and social sciences, and four semester hours in health, physical education, and safety.
  - b. The transcript of college work shall show that the applicant has had adequate preparation in the areas in which he desires to teach; a minimum of 24 semester hours in English, 18 semester hours (based on 2 high school

- units) in foreign language, 27 semester hours in science, 27 semester hours in social science, and 15 semester hours in mathematics. Additional individual subjects may be added to the certificate if the applicant has 12 semester hours in each.
- c. The transcript of college work shall show that the applicant has had 18 semester hours in education and has (1) an understanding of how children learn and the implications of the learning process for secondary pupils (at least one course in Educational Psychology), (2) an understanding of the learning programs in the secondary school and a knowledge of the materials and methods suitable to the needs of secondary pupils (two courses relating to organization and curriculum of the secondary school) and (3) an opportunity to integrate his own educational experience by actual teaching in a secondary school under competent guidance (six semester hours or 90 clock hours in related methods, observation, participation, and directed teaching in a secondary school.)
  - d. If an applicant has 15 semester hours in education distributed as in "c" above, he may be issued a temporary certificate, and given one year in which to complete the additional three semester hours; and if the applicant lacks not more than 6 semester hours in his teaching field or fields and in general education, he may be issued a temporary certificate and given one year in which to complete the additional semester hours.
  4. The six semester hour course in directed teaching should include a minimum of 90 clock hours in integrated work in methods, observation, participation and teaching with a minimum of 60 per cent of the time devoted to actual teaching.
  5. Each state in the Southern Area should list the colleges which meet the standards set out in these agreements, and which have their teacher education programs organized and conducted according to the spirit of these agreements, and furnish each State Director of Teacher Training and Certification with this list for his guidance in dealing with the problems of reciprocal relations; and this list be kept up to date.

Respectfully submitted,

H. B. HEIDELBERG,  
T. A. HENDRICKS,  
O. C. CARMICHAEL,  
S. G. STUKES,  
ALEXANDER GUERRY,  
W. R. SMITHEY, *Chairman*

The following committees were appointed by President Roy :

#### COMMITTEE ON NOMINATIONS

W. J. McConnell, North Texas State Teachers College  
W. R. Smithey, University of Virginia  
Paul P. Boyd, University of Kentucky  
J. R. Robinson, George Peabody College  
H. B. Heidelberg, Clarksdale High School

## COMMITTEE ON RESOLUTIONS

C. A. Ives, Louisiana State University  
Theodore Jack, Randolph-Macon Woman's College  
Holland Holton, Duke University  
Mark Godman, Kentucky State Department of Education  
Spencer J. McCallie, The McCallie School, Chattanooga

## AUDITING COMMITTEE

C. H. Barnwell, University of Alabama  
B. L. Parkinson, Mississippi State College for Women  
W. W. Little, University of Florida  
T. Q. Srygley, Port Arthur Public Schools  
Henry O. Strohecker, Charleston High School

## THURSDAY AFTERNOON, APRIL 11, 2:00 P.M.

1. Music.—Atlanta Junior College Glee Club, Mr. John D. Hoffman, Director, Atlanta Junior College, University System of Georgia, Atlanta, Georgia

Girls' Glee Club—"The Lord's Prayer"

"The Fairy Song"

Evening College Glee Club—"Song of Prince"

"Ruppert's Marching Men"

"The Hunting Song"

2. Address: "The High School as a Training Ground of Democracy."  
—Superintendent Henry H. Hill, Lexington City Schools, Kentucky
3. Reports of the Southern Association's Fraternal Delegates: Delegate to the Middle States Association of Colleges and Secondary Schools, President H. L. Donovan, Eastern Kentucky State Teachers College, Richmond

Delegates to the North Central Association of Colleges and Secondary Schools, Professor Paul P. Boyd, University of Kentucky, 1939 meeting; Professor M. E. Ligon, University of Kentucky, Lexington, 1940 meeting.

4. Announcements

5. Address: "A Layman Looks at Your Profession,"—Mr. F. Edward Hebert, City Editor, *The New Orleans States*, New Orleans, Louisiana

6:00 P.M.

## ANNUAL BANQUET

The BALLROOM, ATLANTA BILTMORE HOTEL

Toastmaster: Superintendent Ernest C. Ball, Memphis  
 Tennessee; Vice President of Southern Association of Colleges and  
 Schools.

1. Invocation.—President H. G. Noffsinger, Virginia Inter-  
 Bristol, Virginia; Vice President of Southern Association  
 and Secondary Schools
2. Music.—Agnes Scott Glee Club, Dr. Lewis H. Johns  
 Agnes Scott College, Decatur, Georgia
3. President's Address
4. Address: "Culture in American Democracy."—Dr.  
 Graves, II, Editor, Birmingham, Alabama

FRIDAY, APRIL 12, 1940

The BALLROOM, ATLANTA BILTMORE HOTEL

9:00 A.M.

1. Music.—Vocal and Instrumental Ensemble, Atlanta Junior High  
 Schools; Miss Anne Grace O'Callaghan, Music Supervisor, Atlanta  
 High Schools, Atlanta, Georgia  
 Vocal music under direction of Miss Campbell  
 "Beautiful Savior"  
 "The Night has a Thousand Eyes"
2. Invocation.—President Charles E. Diehl, Southwestern, Memphis,  
 Tennessee
3. Announcements
4. Fraternal Delegate from the Middle States Association of Colleges and  
 Secondary Schools, Dr. E. D. Grizzell, Director of Commission on  
 Implementation of Studies in Secondary Education, American Council  
 on Education; Professor of Secondary Education, University of  
 Pennsylvania, Philadelphia
5. Fraternal Delegate from the North Central Association of Colleges  
 and Secondary Schools, Dr. W. E. Peik, Dean and Professor of Edu-  
 cation, College of Education, University of Minnesota, Minneapolis
6. Report of Commission on Institutions of Higher Education.—Chan-  
 cellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee,  
 Chairman
7. Report of Commission on Secondary Schools.—Director of Supervision
8. Report of Commission on Curricular Problems and Research.—Dean

✓ J. Hoke, College of William and Mary, Williamsburg, Virginia,  
man

et of Secretary.—President Shelton Phelps, Winthrop College,  
Hill, South Carolina

Session :

Report of Committees

Unfinished Business

New Business

Resolutions

Election of Officers

Adjournment

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Reports of the fraternal delegates, Dr. Grizzell and Dr. Peik, will be  
in the later issue of the QUARTERLY.

#### REPORT OF COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Chancellor O. C. Carmichael, chairman, made the report of the Higher  
Commission.

The Commission on Institutions of Higher Education continued this year its  
policy of close and coöperative relationship with the 222 universities, junior and  
senior colleges in the membership, and the colleges on the Non-Member List. It  
authorized visitations to more than one-third of these during the year, and called  
for reports from approximately two-thirds, for attention by the committees.

Aside from its routine business, the Commission has given particular attention with-  
in the year to improvement of its technique of accrediting. It will center for the  
coming year around the revision of blanks used in securing information from mem-  
ber and applying colleges.

Study of the functions of the committees of the Commission has been made with  
a view to consolidation of the accrediting procedure into as few committees as prac-  
ticable. Consideration has been given also to the establishment of committees that  
will study policies and phases of educational problems that do not come to the at-  
tention of the reviewing committees each year. In this manner the Commission  
hopes to provide stimulation to the colleges and to further the close relationship that  
should exist between individual institutions and the Association as a whole.

During the year the Commission has been engaged in revision of the check lists  
of reference books and periodicals for the library. This work has been in progress  
for almost twelve months. It will be completed within the next few weeks, and the  
lists will be distributed among the membership shortly thereafter. Accompanying  
these lists will be a revised questionnaire, constructed by leading librarians in the  
South, for the purpose of enabling the Commission to evaluate more scientifically  
the holdings and effectiveness of the library. The Committee on Reports will give  
attention to the library next year, and will request all members to report on this  
unit of the educational program.

Among the interests of the Commission during the year were a special study of the  
Louisiana State University, upon the invitation of its acting president, and a con-  
ference on the situation at the Louisiana State Normal with a committee of the Board



of Education of Louisiana. The study at the State University was made upon the recommendation of the Executive Committee of the Association.

Frequently during the year the Commission has been called upon by university presidents and by members of boards of trustees, for counsel on financial matters, and matters of policy vital to their interests. The conferences and communications have dealt also with budgetary affairs, salary faculty and curriculum organization, and many details of more or less

Through conferences and correspondence the Commission on Institutions of Education has endeavored to promote a feeling of personal relationship between individual institutions and the Association as a whole.

In view of the increasing number of requests from member colleges for to use freshmen on varsity football teams, a study was made this year of what athletic conferences in the South permit participation of freshmen in collegiate competition. Briefly, the study showed that there are three conferences in this region, and that 101 of the universities and senior college membership of the Association participate in intercollegiate football and basketball. One conference permits partial participation of freshmen in intercollegiate football, seven permit full participation, and five do not permit the playing of

Upon the recommendation of the Commission at the meeting in Memphis the Association voted to continue the list of Non-Member colleges for a three-year period. Continuance of any college on the list from year to year is contingent upon improvement reflected through an annual inspection by the Commission. The Commission has examined the nineteen colleges on this list, and has conferred with representatives of the colleges at this meeting. Three of the nineteen are applying for membership this year, while others are approximating the standards and may be considered for membership at the next meeting.

At its preliminary meeting in February, the Committee on Reports had before it data from eighty-four colleges and universities. A large amount of business was transacted by the Committee, making it possible for the Committee to provide more time for interviews and conferences at the annual meeting of the Association. The Committee was able to reduce the number of interviews at the meeting in Atlanta to thirty-five, the smallest number in many years.

The Committee on Junior Colleges has considered reports from 41 of its 52 colleges. Presidents or deans of 36 of these colleges have conferred with the Committee at this meeting. In order to facilitate its work and to provide as much time as possible for conferences, the Committee on Junior Colleges has functioned as two units for much of its work. Thirteen colleges making preliminary application for membership have been represented before one section of the Committee, while reports from 23 member colleges have been handled by the other section. The Committee sat as a whole for consideration of the five colleges eligible for membership this year.

So valuable have been the preliminary meetings of the Committee on Reports for the past three years, the Committee on Junior Colleges has determined to follow similar procedure during the coming year.

Eight surveys, or special studies, have been made during the year. Five of these were applied to junior colleges and three to senior colleges. The Commission has followed the plan of special studies for six years with senior colleges applying for membership, as well as for those in academic and financial difficulties. The study plan was extended last year to apply also to junior colleges. The Commission is pleased with the results of these studies and plans to continue them.

Summarized, the Commission has had for attention this year reports from 154 colleges and universities. These reports may be classified as follows: supplementary, 69; conditioned members, 29; probation, 10; non-members, 16; applicants, 13;

applicants presenting preliminary reports, 15; special study and special report, 2. Special studies and inspections have been made of applying colleges, those on probation and those holding conditioned membership, and others requesting the assistance of the Commission during the year.

Work of the Commission has moved smoothly at this meeting. This may be attributed in part to the fact that reports were placed in the hands of the committees in advance of the meeting, and institutions expected to be represented at the meeting were advised in advance as to the day and hour of their interviews. Seventy-five institutions were so represented at this meeting. Another contributing factor has been the splendid service rendered by the committees and by the men who constitute the Commission.

The Commission operated this year under a budget of \$8,900. The amount spent was \$7,778.28, leaving a surplus in the budget of \$1,121.72. The income of the Commission, not including special studies, was \$12,615.00. Including special studies, the income was \$14,515. The excess of income over expense was \$5,115.09. The Commission is pleased to have this substantial balance to contribute to the general work of the Association.

Respectfully submitted,

O. C. CARMICHAEL, *Chairman,*  
*Commission on Institutions of*  
*Higher Education.*

Dean C. A. Ives asked for the floor at this point. He spoke to the Association about the action of the Higher Commission toward Louisiana State University. Since Dr. Carmichael's report was a summary of the work of the Higher Commission during the year and the matter in which Dean Ives was interested would be reported by the Secretary of the Association, Dean Ives withdrew his request.

The report of the Commission on Institutions of Higher Education was accepted by the Association.

#### REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

Dr. Frank C. Jenkins, Secretary of the Commission, gave a brief summary of the work of the secondary schools. (For full report, see pages 251 to 289, this issue of the QUARTERLY.—EDITOR.) The summary follows:

##### *Accrediting*

Thirty-three schools dropped—reasons as follows:

No report (10)

Principals without A.M. degrees

Salaries of teachers too low

Florida, Georgia, and Kentucky account for 23 of the 33 dropped

27 new schools

320 warned, 425 advised

1,206 schools on list in 1939; now 1,200

*Program*

All speakers prepared and on time  
 Fraternal delegates  
 All committees ready with reports

*Constructive Work*

"Evaluative Criteria"  
 Curriculum work  
 Freshmen achievement  
 Library Committee  
 Coöperation with Committee of National Association of Secondary School Principals  
 SOUTHERN ASSOCIATION QUARTERLY  
 Change time of meeting to fall recommended

*Financial*

Expenditures well within budget  
 Audit of funds used by state chairmen for visiting schools

*Personnel*

Replacements on state committees for  
 W. L. Spencer, Alabama  
 W. W. Little, Florida  
 Mark Godman, Kentucky  
 J. A. Lyon, Louisiana  
 S. B. Hathorn, Mississippi  
 Holland Holton, North Carolina  
 S. J. McCallie, Tennessee  
 R. W. Wonson, Virginia

*Offices, 1940-41*

Dr. Gladstone Yeuell, Chairman

The report of the Commission on Secondary Schools was accepted by the Association.

# REPORT OF THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Dean K. J. Hoke, Chairman of the Commission, made the following report:

## THE SOUTHERN ASSOCIATION STUDY IN COLLEGES AND SECONDARY SCHOOLS

At its initial organization meeting in 1895, the Southern Association of Colleges and Secondary Schools stated its purposes as follows:

"(1) To organize Southern schools and colleges for coöperation and mutual assistance; (2) To evaluate its standards of scholarship and to effect uniformity of entrance requirements; (3) To give the preparatory schools the right to exist by insisting that the colleges refrain from doing preparatory work."<sup>1</sup>

<sup>1</sup> President Theodore H. Jack, *The Southern Association Quarterly*, Nov., 1939, p. 520.

The Association has held to these purposes and its accomplishments constitute a significant contribution to Southern education.

Another significant force in the development of Southern education has been the financial help which has been received from educational foundations. Such support in generous measure has been received from the General Education Board. For the purposes of this report, reference is made in particular to the assistance from this Board in the establishment of high school supervision through the State High School Supervisor and the Professor of Secondary Education, and by the inauguration of curriculum study and revision through State Departments.

These two movements have given public secondary education in the South great impetus during the past three decades. In an exploratory study made by the Commission during the session 1937-38, significant results were found which could be traced to these movements. In many public secondary schools the quality of the instruction and the equipment of the faculty with a general desire for improvement and a forward looking point of view, gave much promise for growth and improvement, if competent assistance and leadership could be provided. This situation offered the Commission an opportunity for service; consequently, when the Southern Association Study was inaugurated in September, 1938, it was planned to build on and be a natural extension of the excellent work already under way in secondary education. In charting the course of the Study, the Commission has kept clearly in mind this background.

The Commission has an obligation and is eager to keep the Association informed concerning the progress of the Study. The Commission is also concerned that the objectives and any accomplishment of the Study be understood by all persons who are in any way interested in it. To this end, the following statement of the purposes of the present stage of development and of plans for future direction has been prepared:

#### PURPOSE

The Commission has from time to time issued official statements in which the purpose of the Study has been set forth as follows:

1. "It is believed that the relationship between the high schools and the colleges and universities in the Southern Association can be definitely improved and the instructional programs in both decidedly bettered.
2. It is contended that the high school and the college may well concern themselves with the task of effectively guiding youth through better understanding of their intellectual, emotional and social needs; that an earlier identification can be made of those whose general and special qualities, judiciously directed, may provide for them a sound basis upon which entrance into college may be made; further, that the social needs of those who do not go to college may be more adequately met.
3. It is the purpose of the Commission . . . to plan and direct a coöperative study on the part of both high school and college designed to develop an educational program that will more adequately meet the needs of our adolescent youth."

Report of Commission, June, 1936.

4. "There are practices and authorities to justify the belief that the skillful teacher with sound scholarship in subject matter and with keen understanding of the capacities and interests of boys and girls is a safer guide for the education of boys and girls in the secondary school than a rigid pattern fixed by inflexibly specified unit requirements. In the pursuit of this Study, it is planned to provide careful guidance for the teachers who are participating in it."

Report of Commission, December, 1938.

5. "It is the purpose of this coöperative Study to assist those teachers who are already engaged in such undertakings and to find and assist others who have the ability and the desire to emulate their associates."

Report of Commission, April, 1938.

#### PRESENT STAGE OF DEVELOPMENT\*

As the participants in the thirty-three schools proceed with their work, certain characteristics of their activities have become evident. These characteristics may be illustrated by such emphases as the following:

1. *Improved subject-matter teaching.*

The teaching of subject-matter fields is characterized by an increased emphasis upon content directly related to the experiences and concerns of pupils. In some cases this means the inclusion of more of content of the subject-matter field itself; in other cases, the inclusion of content not commonly considered an integral part of this subject-matter field. Thus we find some pupils including aspects of trigonometry in their study of geometry and many pupils writing more in their English work than ever before.

2. *Direct attack on the achievement of fundamental objectives.*

Many schools, as a result of careful study, are developing procedures designed to realize more and more such commonly accepted purposes as critical thinking, group coöperation, independence in study, and mastery of essentials.

3. *Development of improved administrative procedures.*

Many of the schools are attempting to develop administrative and organizational procedures in response to the needs which arise from such developments in teaching procedures.

4. *More effective teacher-pupil relationships.*

The work of pupils and teachers is characterized by an increased amount of sharing in determining certain points of emphasis in the content of courses and the manner in which pupils go about their work. As a result of this teacher-pupil relationship, there are instances in which some pupils study specialized subject matter intensively while at the same time other pupils include a more general treatment of this subject matter in their work, but study intensively other material more directly related to their interests.

5. *More satisfying teacher-pupil-parent relationships.*

Some schools are developing programs which are becoming an integral part of community life. In such situations are to be found parents, pupils, and teachers working together on problems growing out of life in their community. Such activities are illustrated by attempts to develop recreational facilities in the community, the increased use of school facilities by adult groups, and in general coöperative attempts to improve life in the community.

These characteristics and points of emphases are found in the following detailed descriptions of aspects of the work going on in the thirty-three schools.

#### INSTRUCTION IN THE CLASSROOM

Two years ago a majority of the students in most of the thirty-three schools were engaged in studying mathematics, history, English, etc. In some cases, students in these schools began their work within these subject-matter areas on topics and problems which the teachers and students felt could not be brought to a satisfying conclusion without permission to consult with teachers in at least more than one subject-matter field.

\* This evaluation has been prepared by the staff of the Study.



A mathematics teacher in one of these schools felt a responsibility to teach her students certain mathematical principles related to installment buying, insurance, taxes, etc., and also felt that they should be helped in applying these principles in getting the necessities of living more economically than they had in the past. In comparing total amounts paid by the parents of various members of the class for a given amount of insurance the pupils discovered that some of their parents were paying almost twice as much as other parents for the same amount of insurance on a given boy or girl. This discovery gave rise to concern on their part as to why this should be the case. This gave rise to a need for aid from the history teacher, who was more competent in helping students in this sort of study than the mathematics teacher. These same students were studying topics of considerable importance in their history classes and could not get help from the history teacher at this time because of this fact. Similar situations were observed in other subject-matter fields. The teachers and students felt that it would be necessary to provide help from more than one subject-matter teacher if pupils were to have a satisfying experience in studying such problems. Some of the students actually came in after school to consult with a history teacher about some aspect of a topic or problem which they were studying in the science class. Other students went to a science teacher after school for some help on some aspect of a problem they were studying in the history class. The teachers in this school have not yet been able to devise with the help of the Southern Association Study staff a satisfactory solution for this problem. In the process of the continuing development of this school, a satisfying solution to this problem will likely be evolved.

In another school, which was faced with almost exactly the same condition, the teachers have been able, with the help of the Southern Association Study staff, to think through a solution to this kind of situation with considerable security in terms of their own thinking on the problem. In this school students start out in subject-matter fields as before and rather early in their work begin to select problems or topics to work on which have such significance to them as had the insurance problem to the pupils in the mathematics class in the other school. In the second school the pupils and teachers, after discovering such problems, analyze them, in some cases so as to discover what kinds of help might be needed, and then make out working plans for a week in advance. These plans are then analyzed so as to make a rough estimate of how much a given teacher may be in demand, and after this is seen clearly, students proceed with their work to a great extent "on their own," thus freeing the teacher to this extent and making it possible for her to consult with students from other classes. Careful attention is paid to minor difficulties arising from this procedure, and the pupils and teachers then make plans to take care of these difficulties. This usually involves increasing the degree to which students assume responsibility for their own work over a period of time as much as a week in advance. Many of these topics or problems necessitate several weeks work to bring them to a satisfying conclusion.

In another school in which this procedure is used to some extent, students frequently gather in groups to explain to each other what they are studying, why they feel that a given topic is of great importance to them, what techniques they are learning, such as finding books in library, etc., and how much time they plan to use in completing their projects. In this same school a limited group of ninth grade students with the assistance of their teachers worked out the following examination for a semester's work:

1. Select a topic such as crime, vacation, recreation, or the crisis in Europe, in which you are interested and about which you are concerned, but which you have not studied before;

2. Make a working outline which shows what you feel would be important to find out in studying this topic ;
3. Go to library or elsewhere and locate written materials bearing on the points in your outline ;
4. Take notes on your findings in these materials that you believe would be helpful to you in reporting on this topic ;
5. Indicate what sources of information other than books, etc., would have been valuable to you in your report on this subject.

In this school it is customary to ask students to assume some responsibility for school assemblies. Usually the seniors conduct a program and then the juniors, etc. When it came time for the students who took such an examination to conduct a program, it was observed that these same students conducted a considerably better program than had the other students in this school. Many teachers commented on the degree to which these students calmly and with great poise conducted their assembly.

#### ADMINISTRATION OF THE SCHOOL

At the beginning of the Southern Association Study, the problems of administration in the thirty-three schools were similar to those commonly encountered by schools in the South. As teachers began to attack coöperatively problems (illustrated in the examples above) that affected their work with students in classrooms, it became apparent that administrative decisions made to solve one problem created many new problems for these teachers. This fact was recognized rather early in the Study by the administrators and teachers in a few of the schools, and in these schools teachers and principals working together arrived at conclusions that affected the entire school.

In one school all the teachers met at the school for several days prior to the opening date. The superintendent told the group that "This is *your* conference to make plans for your work for the coming year." After electing a teacher as chairman, the group began discussing some features of the school program of the past year. From the comments of several teachers who had been in the school for three or more years, it soon became apparent that there had been interesting trends in the program over a period of years. These trends had resulted in a changing schedule from year to year. In the discussion it was brought out that if there were to be any change in the school program this year, it would be simply a continuation of the usual policy of the school of attempting to provide better educational opportunities for boys and girls. At the suggestion of the superintendent, copies of the schedule for the past three years, 1936-37, 1937-38, 1938-39, were written on the blackboard in order to see just what changes had occurred in schedules. In considering these trends in scheduling, other trends or tendencies apparent in the general school program were mentioned and listed on the board. The group considered these trends in light of the following questions :

1. Which of these trends should be encouraged in 1939-40?
2. Which of these trends seem to be unsound and should be checked?
3. What are the trends in general education that seem to be sound, but are not present as trends in our program?

The group became more conscious of the changes that had been taking place in the school program during the past three years and were able to determine better the direction of the school program.

The thinking of the group at this stage shifted to making provisions for work centered around the interests, needs, and problems of individual students. The problem was to develop techniques for working out with students a plan of work

that seemed significant to them. Rather than a "place-schedule" made to service the needs of groups of students, the faculty was trying to visualize a schedule derived from a consideration of the plan of work of individual students.

A committee took individual plan sheets of the junior and senior pupils and from them developed a workable arrangement to permit the work of juniors and seniors to proceed as planned. Using as a base this arrangement as a tentative schedule for the first school day, the teachers then worked out a schedule for the whole high school. This schedule was used throughout the next week with some changes in individual plans from day to day. Later in the week it was apparent that the teachers were beginning to visualize better and more economical means of scheduling to service each pupil's plan of work. They had come to consider the need of establishing "centers of work" in which pupils would carry on certain types of work under the direction of teachers rather than a definite time and room assignment for every teacher.

In another school faced with a similar problem, but limited to a group of teachers working with students of a single grade level, these teachers and the principal arrived at scheduling procedures that permitted considerable flexibility for the work of individual pupils and groups of pupils within that grade level. The procedures developed were of such nature that the work of the pupils in other grade levels proceeded as usual. At the Chapel Hill Conference last summer one principal was confronted with the problem of selecting several teachers for the coming year. This principal, after getting all available information concerning the applicants, presented his teachers the problem of selecting persons best suited to work with them in the kind of program being developed. The teachers and principal, using criteria which they had agreed upon for the selection of teachers, then proceeded to select the other members of their faculty for the coming year.

In many schools there are instances of the principal working with a teacher in attempts to develop administrative procedures that would help that teacher in her work. However, these procedures have not been agreed upon until the possible effects of such procedures on the work of other teachers has been given careful consideration by the principal and all teachers concerned. During the last summer conference, while developing procedures for better classroom work, several teachers of one school felt that their system of permanent records and reports to parents could be revised so as to:

1. Develop a more complete record of a student's school experiences ;
2. Have each student's records more accessible for use by all teachers ;
3. Develop these records more efficiently ;
4. Present parents with a more complete report of a student's development.

These teachers discussed this situation with their superintendent who was working with them at Chapel Hill. The group then spent some time on working out procedures whereby they could get the coöperation and help of the entire faculty on this matter when school opened this past fall. As a result of this exploratory work in the summer conference, the faculty of this school and the faculties of the junior high and elementary schools have developed what they believe is a much better system of records and reports for the whole school system.

Many of the schools have a committee of teachers whose function is to deal with the responsibilities inherent in the school's participation in the Southern Association Study. The policies of a few of the thirty-three schools are being determined more and more through group processes as decisions are coöperatively reached by administrators, teachers, pupils and parents.

Several relationships existing between administrators and teachers that tend toward

better mutual understanding and a more effective educational program for boys and girls in the thirty-three schools are being further enhanced by:

1. The administrator working with his teachers during the summer conferences on their problems;
2. The administrator participating throughout the school year as any other member of the group;
3. The administrator assuming responsibility for jobs to be done for which he is uniquely capable of handling and which are agreed upon by the entire group.

#### SCHOOL AND COMMUNITY RELATIONSHIPS

Changing parent relations with the thirty-three schools is a significant part of the developing procedures in these schools. In one school a group of teachers spent considerable time in deciding to make a slight departure from their past practices. This group spent six weeks of their time in the summer before they decided how they would go about making this change. After discussing the proposal with their students, the teachers decided to go ahead with the program they had tentatively developed. Some of the students became somewhat insecure in this program and, of course, their parents also became concerned regarding its effectiveness. Consequently, the teachers asked the parents to meet with them and with the members of the Southern Association Study staff who were then working in the school with these teachers. One such discussion centered on such questions as: How will this change in the program affect the college success of my child? Does this changed procedure stress the essentials such as good speech habits, command of fundamentals, etc.? In discussing these and similar questions, the teachers brought out that these children were developing perhaps more than ever before in ways they considered fundamental and gave illustrations of striking changes that had occurred in the personalities of the pupils. The parents commented that such a meeting was very helpful and that they felt the development of such a program should be encouraged. The teachers in this school are considering how they can make such discussions a continuous and integral part of their efforts to improve their school program.

In another school the teachers and students worked out together a change in their program. After its introduction both the teachers and the students felt that the changed program worked out very well. They were tremendously enthusiastic about it. This enthusiasm spread throughout the school to such an extent that the adults in the community became quite curious about what was "going on in the school." When the children and the teachers realized that this reaction to their program might be subject to misinterpretation, they initiated a series of meetings of parents, pupils, and teachers in which they discussed and explained the changed program. Because of the apparent values of this first series of discussions, a part of the school week is now regularly devoted to considering with parents what is being done in the school and its importance and significance to the students engaged in it.

In a third school the teachers became concerned about improving the school's program and invited all the parents in to discuss the question. The conversations they engaged in were frankly directed toward what the parents of children in this community and their teachers could do to improve their community. Committees of parents and teachers were appointed to discuss particular questions and report back to the larger group. Some disagreement persisted for some time in their open discussions of how they could improve the community through the school. They continued work of this sort until general agreement was reached concerning the program of the school and how it could be directed as they seriously felt it should be. The teachers and students then made marked changes in the school's program with complete confidence in their patron's support. In this instance it was observed



that parents often were more insistent than teachers in feeling seriously that changes needed to be made in the school program. In connection with the same school the parents have established a canning plant operated coöperatively by the patrons of the school and the students and teachers. They also have a community newspaper published by the students of the school. In addition, the school operates a refrigeration plant in coöperation with the people in the community.

In some schools the physical facilities are used for adult clubs and other social affairs. In these same schools and others the school and the church use one another's facilities for certain purposes. In still others adults and children work on projects together in the evening. In one school the people in the community aid the school by taking charge of groups of children interested in painting, reforestation, etc., which the school at the moment cannot undertake.

In several schools parents, teachers and pupils jointly decide what information would be helpful in acquainting each other concerning the progress of the children in school. This has involved the trial of several forms of reporting and continued modifications of the "report card" in an effort to provide more significant and helpful information to parents. These are some of the ways in which parents play an active part in continuously considering such questions as:

1. How can our schools be changed so as to provide a better education for our students?
2. How can the physical facilities in the school be used to serve better the adults in the community?
3. How should the school furnish information concerning the development of the students in our schools?

Additional information concerning the work going on in the thirty-three schools can be secured by visiting with people participating in the Southern Association Study. Teachers from some of the thirty-three schools and staff members of the Southern Association Study will be glad to confer with anyone interested.

#### FUTURE DIRECTION OF THE STUDY

In determining the future direction of the study such questions as the following will need to be considered and will have considerable significance:

1. How can the work of the Southern Association Study be extended into other secondary schools of the South?
2. How can the Southern Association Study assist schools in their efforts to develop broader and more effective school-community relationships?
3. How can the Southern Association Study assist schools in their attempt to establish and maintain more effective relationships with local, state, regional and national agencies?
4. How can the Southern Association Study assist in establishing and maintaining more effective relationships with higher institutions in order that students going to college may be adequately prepared?
5. What steps need to be taken to determine the success of graduates from these thirty-three schools in college or in various occupations?
6. How can the Southern Association Study provide services that will aid more members of the faculties of the thirty-three schools during both the school year and the summer?
7. What steps can be taken to insure the continuation of values accruing from the Southern Association Study?
8. How can the Southern Association Study assist schools in their attempts to



develop procedures consistent with the evolving function of education in Southern life?

9. Should the Southern Association Study extend its work in helping persons interested in teaching in developing their programs of education?

#### 1939 SUMMER CONFERENCES

As the Study has developed, it has become increasingly clear to the Commission that the teachers and principals in the thirty-three schools need to study coöperatively their many problems of common interest, that additional teachers and principals are needed to fill vacancies in these schools and to extend the work of the study to other schools, and that additional leaders for the Study are needed.

From the inception of the Study the Commission has realized that the teachers and principals in the thirty-three schools should have an opportunity to work as a group without the admission of workers from other schools. To this end a conference of six weeks was held at the University of North Carolina during the summer of 1939, which was attended by approximately 200 teachers, principals and superintendents from these schools. A grant of \$17,500 from the General Education Board enabled the Commission to pay half of the expenses of those enrolled in this conference and to provide an efficient staff of instructors. As a rule from four to eight persons were present from each school. This representation by schools enabled each school to work on its problems and to develop plans for the furtherance of their work during the session of 1939-40. The results of this conference in terms of accomplishments, and from the expression of the group, clearly demonstrated the soundness of the Commission's policy of making provision for these teachers and principals as a group, as well as the need for such conferences.

In response to groups from outside the thirty-three schools the Commission gave limited financial assistance to the University of Tennessee and the University of Florida during the summer of 1939.

#### 1940 SUMMER CONFERENCES

As a result of the development of the Study and in response to an increased demand from teachers and principals outside the selected schools as well as from institutions engaged in the education of teachers, the Commission early in the session 1939-40 made plans on a much broader basis than heretofore for conferences for the education of teachers and leaders during the year 1940.

After a careful survey of the needs of the Study in all of its phases, an enlarged program for the extension of the Study through conferences was developed and, with the approval of the Executive Committee of the Association, a request was made to the General Education Board for the sum of \$50,000 to finance this program under the following classification:

Supplemental Budget, January 1, 1940 to December 31, 1940:

I. Southern Association Summer Conference of 1940	\$ 17,500
II. Pre-session Conferences, September, 1940	2,500
III. Coöperating Summer Conferences for 1940	15,000
IV. Extension of Study to institutions for education of teachers and leaders, January 1, 1940-December 31, 1940	15,000
Total	\$ 50,000

This plan received sympathetic consideration and the amount of the grant was made by the General Education Board as of December 18, 1939.

The 1940 Summer Conference for teachers and principals in the thirty-three schools will be held at the Eastern State Teachers' College, Richmond, Kentucky, during July and August of this year.

The Commission will assist through staff services the following institutions to conduct Summer Conferences for the extension of the work of the Study to other groups :

Florida State College for Women  
The University of Florida  
The University of Kentucky  
North Texas State Teachers College  
George Peabody College  
Georgia State College for Women  
The University of Tennessee  
The University of Alabama  
The College of William and Mary

Conferences of representatives from these institutions with members of the staff of the Study are already under way for the development of plans and for the preparation of leaders for these conferences and for assistance on the regular staff of the Study.

#### CONFERENCE ON REGIONAL MATERIALS

On request from the Commission on Regional Materials and Education and with the approval of the Executive Committee of the Southern Association, the Commission has accepted a grant of \$3,000 with which to hold conferences on regional materials during the coming summer at the following institutions :

The University of Kentucky  
The University of Tennessee  
George Peabody College

These conferences will be directed by the representative officials at each institution and will be assisted by a group of experts in the field of regional materials. There will be close coöperation between the Conferences on Regional Materials and the Conferences for the Study. It is believed that these conferences will supplement one another and will be exceedingly helpful to the teachers and principals in the schools participating in the Study.

#### THE STAFF

The faculties in the selected schools have been assisted by a group of highly trained and efficient instructors who constitute the staff of the study and who are paid by the Commission. For the most part these persons are professors from institutions throughout the South, who have secured temporary leaves of absence for part time or full time services on the staff. To these advisers and to the institutions which they represent, the Commission acknowledges the contribution which they have made to the Study and expresses gratitude for their excellent service and support.

But the Commission cannot expect these institutions to render this assistance at the sacrifice of their own work. Even with this splendid coöperation the Commission has had difficulty in supplying all the assistance requested by its schools. The responsibility of providing an efficient staff for assistance in the thirty-three schools is a major problem of the Commission.

#### EDUCATION OF TEACHERS AND LEADERS

The development of the work in the thirty-three schools, its extension to other schools in each state, and the education of teachers and leaders point to the necessity

for the development of graduate work which will be recognized and include the values being developed in the Southern Association Study. Such graduate instruction should be developed at Southern institutions which are interested in and prepared to offer this type of work.

In the judgment of the Commission and the staff, this need is urgent and presents many possibilities for broad educational policies and significant contributions to Southern education.

#### CO-OPERATING COLLEGES

Before the Study was begun in September, 1937, the Commission requested and received splendid coöperation from the colleges in the Southern Association in agreeing to admit graduates from these thirty-three selected schools "without the enforcement of the usual specific regulations which may be in conflict."

One hundred and sixty-eight institutions of higher learning signed this agreement. The majority of these institutions made no reservations; a few noted certain conditions, largely where specialized curricula are concerned. This information has been tabulated and sent to each of the thirty-three schools. The first graduates from these schools will be ready to apply for admission in September, 1941. In order that this information may be readily accessible to all, a list of the institutions of higher learning and the thirty-three schools is submitted herewith to become a part of the proceedings of the Association.

#### FUTURE PLANS

As the Study has developed, there are many problems and demands which call for serious consideration; however, it has been the policy of the Commission to move cautiously and deliberately, to keep foremost at all times its first responsibility, namely, the work in the thirty-three schools and to expand the scope of its activities only as conditions warrant, and funds and staff assistance are available. The present status of the Study points to the following broad lines for future action:

1. The development of the programs in the thirty-three schools should be carried forward to the point where values will become permanent and the staffs will be able to carry their programs without special assistance;
2. Provision should be made by the Commission to study the progress of graduates from the selected schools after they have entered college or various occupations;
3. It is the hope of the Commission that approved accomplishments in these thirty-three schools will be extended to other schools in the states with the aid of the State Committees of the Association, the State Departments of Education, and other educational agencies.
4. Programs for the education of teachers in-service through conferences need to be continued under the direction of the Commission and in coöperation with institutions of higher learning;
5. Programs for the education of pre-service teachers, to replace vacancies in the thirty-three schools and to meet the requests for teachers in other schools, need to be developed in coöperation with institutions of higher learning;
6. The Commission needs to coöperate with institutions of higher learning in the development of graduate work for leaders in the Southern Study.

In this educational program, the Commission is mindful of and grateful for the support of the Southern Association, the institutions of higher learning, the secondary

schools and the state departments of education. The Commission hopes to merit the continuation of this support.

Respectfully submitted,

L. FRAZER BANKS,  
DOAK S. CAMPBELL,  
SIDNEY B. HALL,  
HENRY H. HILL,  
E. W. KNIGHT,  
P. A. ROY,  
K. J. HOKE, *Chairman*

THE COLLEGES OF THE SOUTHERN ASSOCIATION WHICH HAVE AGREED TO PARTICIPATE IN THE SOUTHERN ASSOCIATION STUDY IN SECONDARY SCHOOLS AND COLLEGES

October 1, 1938

SENIOR COLLEGES

NOTE: To this list will be added the names of a few colleges which for justifiable reasons have not yet signed the agreement to participate in the Study. A revised list in printed form will follow.

<sup>1</sup>Agnes Scott College, Decatur, Ga., James Ross McCain, President

<sup>2</sup>Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, President

Alabama College, Montevallo, Ala., A. F. Harman, President

Alabama Polytechnic Institute, Auburn, Ala., L. N. Duncan, President

Alabama, University of, University, Ala., Richard C. Foster, President

Baylor University, Waco, Texas, Pat M. Neff, President

<sup>3</sup>Berea College, Berea, Ky., Francis S. Hutchins, President

Birmingham-Southern College, Birmingham, Ala., Raymond R. Paty, President

Blue Mountain College, Blue Mountain, Miss., Lawrence T. Lowrey, President

Bridgewater College, Bridgewater, Va., Paul H. Bowman, President

Carson and Newman College, Jefferson City, Tenn., James T. Warren, President

Catawba College, Salisbury, N. C., Howard R. Omwake, President

Centenary College, Shreveport, La., Pierce Cline, President

Centre College, Danville, Ky., Robert Lee McLeod, Acting President

Charleston, The College of, Charleston, S. C., Harrison Randolph, President

Chattanooga, University of, Chattanooga, Tenn., Archie M. Palmer, President

Clemson College, Clemson, S. C., E. W. Sikes, President

Coker College, Hartsville, S. C., C. S. Green, President

Converse College, Spartanburg, S. C., Edward M. Gwathmey, President

Delta State Teachers College, Cleveland, Miss., William M. Kethley, President

<sup>4</sup>Duke University, Durham, N. C., W. P. Few, President

East Carolina Teachers College, Greenville, N. C., Leon R. Meadows, President

East Tennessee State Teachers College, Johnson City, Tenn., Charles C. Sherrod, President

<sup>1</sup>"Do not agree to accept any or all such applicants, but to make no discrimination on account of experiment."

<sup>2</sup>"Accept graduates in School of Arts and Sciences, but necessary prerequisites required for admission to technical schools."

<sup>3</sup>See contract form.

<sup>4</sup>"On the same basis as we require other graduates from Southern Association schools to meet our quantitative and qualitative standards."

East Texas State Teachers College, Commerce, Texas, S. H. Whitley, President  
 Eastern Kentucky State Teachers College, Richmond, Ky., H. L. Donovan, President  
 Emory University, Atlanta, Ga., Harvey W. Cox, President  
 Emory and Henry College, Emory, Va., James N. Hillman, President  
 Erskine College, Due West, S. C., R. C. Grier, President  
 Florida Southern College, Lakeland, Fla., Ludd M. Spivey, President  
 Florida State College for Women, Tallahassee, Fla., Edward Conradi, President  
 Florida, University of, Gainesville, Fla., John J. Tigert, President  
 Furman University, Greenville, S. C., John L. Plyler, President  
 George Peabody College for Teachers, Nashville, Tenn., S. C. Garrison, President  
 Georgetown College, Georgetown, Ky., Henry N. Sherwood, President  
 Georgia State College for Women, Milledgeville, Ga., Guy H. Wells, President  
 Georgia State Woman's College, Valdosta, Ga., Frank R. Reade, President  
 \*Georgia, University of, Athens, Ga., H. W. Caldwell, President  
 Greensboro College, Greensboro, N. C., Luther L. Gobbel, President  
 Guilford College, Guilford College, N. C., Clyde A. Milner, President  
 Hampden-Sydney College, Hampden-Sydney, Va., Edgar G. Gammon, President  
 Hardin-Simmons University, Abilene, Texas, Rupert Norval Richardson, Executive  
 Vice President  
 Hollins College, Hollins, Va., Bessie C. Randolph, President  
 Howard College, Birmingham, Ala., Harwell Goodwin Davis, President  
 Huntingdon College, Montgomery, Ala., Hubert Searcy, President  
 Incarnate Word College, San Antonio, Texas, Sister M. Columkille, President  
 John B. Stetson University, DeLand, Fla., W. S. Allen, President  
 Judson College, Marion, Ala., L. G. Cleverdon, President  
 Kentucky, University of, Lexington, Ky., F. L. McVey, President  
 Lenoir-Rhyne College, Hickory, N. C., P. E. Monroe, President  
 Limestone College, Gaffney, S. C., Robert C. Granberry, President  
 Lincoln Memorial University, Harrogate, Tenn., S. W. McClelland, President  
 Louisiana College, Pineville, La., C. Cottingham, President  
 Louisiana Polytechnic Institute, Rushton, La., E. S. Richardson, President  
 Louisiana State Normal College, Natchitoches, La., A. A. Fredericks, President  
 Louisiana State University, Baton Rouge, La., Paul M. Hebert, Acting President  
 Louisville, University of, Louisville, Ky., Rayment Kent, President  
 Loyola University, New Orleans, La., P. A. Roy, S.J., President  
 Lynchburg College, Lynchburg, Va., R. B. Montgomery, President  
 Madison College, Harrisonburg, Va., Samuel Page Duke, President  
 Mary Baldwin College, Staunton, Va., Lewis W. Jarman, President  
 Mary Hardin-Baylor College, Belton, Texas, Gordon G. Singleton, President  
 Mary Washington College, Fredericksburg, Va., Morgan L. Coombs, President  
 Maryville College, Maryville, Tenn., Ralph W. Lloyd, President  
 Mercer University, Macon, Ga., Spright Dowell, President  
 Meredith College, Raleigh, N. C., Carlyle Campbell, President  
 Middle Tennessee State Teachers College, Murfreesboro, Tenn., Q. M. Smith,  
 President  
 Millsaps College, Jackson, Miss., Marion L. Smith, President  
 Mines and Metallurgy, College of, El Paso, Texas, D. M. Wiggins, President  
 Mississippi College, Clinton, Miss., D. M. Nelson, President  
 Mississippi Southern College, Hattiesburg, Miss., J. B. George, President  
 Mississippi State College, State College, Miss., G. D. Humphrey, President

\* "Suggest at least two courses in mathematics before coming to the University."



- Mississippi State College for Women, Columbus, Miss., B. L. Parkinson, President  
 Mississippi, University of, University, Miss., Alfred B. Butts, Chancellor  
 Morehead St. Teachers College, Morehead, Ky., H. A. Babb, President  
 Murray State Teachers College, Murray, Ky., James H. Richmond, President  
 Newberry College, Newberry, S. C., James C. Kinard, President  
 North Carolina State College of Agriculture and Engineering, Raleigh, N. C., J. W. Harrelson, Dean  
 North Carolina, University of, Chapel Hill, N. C., Frank P. Graham, President  
 North Texas State Teachers College, Denton, Texas, W. J. McConnell, President  
 Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, President  
 Queens College, Charlotte, N. C., Hunter B. Blakely, President  
 Roanoke College, Salem, Va., Charles J. Smith, President  
 Rollins College, Winter Park, Fla., Hamilton Holt, President  
 Sam Houston State Teachers College, Huntsville, Texas, C. N. Shaver, President  
 Shorter College, Rome, Ga., Paul M. Cousins, President  
 South Carolina, University of, Columbia, S. C., J. R. McKissick, President  
 South Georgia Teachers College, Collegeboro, Ga., M. S. Pittman, President  
 Southern Methodist University, Dallas, Texas, Humphrey Lee, President  
 Southwest Texas State Teachers College, San Marcos, Texas, C. E. Evans, President  
 Southwestern Louisiana Institute, Lafayette, La., L. E. Frazier, President  
 Southwestern, Memphis, Tenn., Charles E. Diehl, President  
 Southwestern University, Georgetown, Texas, J. W. Bergin, President  
 Spring Hill College, Spring Hill, Ala., Wm. D. O'Leary, S. J., President  
 State Teachers College, Farmville, Va., J. L. Jarman, President  
 State Teachers College, Florence, Ala., J. Albert Keller, President  
 State Teachers College, Jacksonville, Ala., C. W. Dugette, President  
 State Teachers College, East Radford, Va., D. W. Peters, President  
 State Teachers College, Troy, Ala., C. B. Smith, President  
 Stephen F. Austin State Teachers College, Nacogdoches, Texas, A. W. Birdwell, President  
 \*Sweet Briar College, Sweet Briar, Va., Meta Glass, President  
 Sul Ross State Teachers College, Alpine, Texas, H. W. Morelock, President  
 Tennessee, University of, Knoxville, Tenn., James D. Hoskins, President  
 Texas Christian University, Fort Worth, Texas, E. M. Waits, President  
 Texas College of Arts and Industries, Kingsville, Texas, J. O. Loftin, President  
 Texas State College for Women, Denton, Texas, L. H. Hubbard, President  
 \*Texas Technological College, Lubbock, Texas, Clifford B. Jones, President  
 Texas, University of, Austin, Texas, Homer P. Rainey, President  
 Transylvania College, Lexington, Ky., Raymond Francis McLain, President  
 Trinity University, Waxachie, Texas, F. L. Wear, President  
 Tulane University, New Orleans, La. (Including H. Sophie Newcomb Memorial College for Women), Rufus C. Harris, President  
 Tusculum College, Greenville, Tenn., Charles A. Anderson, President  
 Union College, Barbourville, Ky., Conway Boatman, President  
 University of the South, Sewanee, Tenn., Alexander Guerry, Vice Chancellor  
 \*University of Richmond, Richmond, Va., F. W. Boatwright, President  
 Vanderbilt University, Nashville, Tenn., O. C. Carmichael, Chancellor

<sup>6</sup> "Agrees to consider graduates of the selected secondary schools on the basis of their entrance credentials without requiring conformity to the prescribed units."

<sup>7</sup> "Admission to the Engineering School requires preparation in mathematics."

<sup>8</sup> "Westhampton College requires for admission specified units as announced in the catalog."

\*Virginia Military Institute, Lexington, Va., Charles Evans Kilbourne, President  
 Virginia Polytechnic Institute, Blacksburg, Va., Julian A. Burruss, President  
 Virginia, University of, Charlottesville, Va., J. L. Newcomb, President  
 Wake Forest College, Wake Forest, N. C., Thurman D. Kitchen, President  
 \*Washington and Lee University, Lexington, Va., Francis P. Gaines, President  
 Wesleyan College, Macon, Ga., Dice Robins Anderson, President  
 West Tennessee State Teachers College, Memphis, Tenn., Robert Claiborne Jones, President  
 West Texas State Teachers College, Canyon, Texas, J. A. Hill, President  
 Western Kentucky State Teachers College, Bowling Green, Ky., Paul L. Garrett, President  
 William and Mary, College of, Williamsburg, Va., John Stewart Bryan, President  
 Winthrop College, Rock Hill, S. C., Shelton Phelps, President  
 Wofford College, Spartanburg, S. C., Henry N. Snyder, President  
 Woman's College of the University of North Carolina, Greensboro, N. C., W. C. Jackson, Dean

#### JUNIOR COLLEGES

Amarillo College, Amarillo, Texas, John F. Mead, President  
 Andrew College, Cuthbert, Ga., F. S. C. Olliff, President  
 Averett College, Danville, Virginia, Curtis V. Bishop, President  
 Belmont Abbey Junior College, Belmont, N. C., Vincent G. Taylor, President  
 Bethel Woman's College, Hopkinsville, Ky., John W. Gaines, President  
 Brownsville Junior College, Brownsville, Texas, E. C. Dodd, President  
 Copiah-Lincoln Junior College, Wesson, Miss., J. M. Ewing, President  
 Edinburg College, Edinburg, Texas, R. P. Ward, Director  
 Emory Junior College, Oxford, Ga., George S. Roach, Division Executive  
 Emory Junior College, Valdosta, Ga., Hollis Edens, Dean  
 Gulf Park College, Gulfport, Miss., Richard G. Cox, President  
 Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Miss., C. J. Darby, President  
 Hinds Junior College, Raymond, Miss., M. McLendon, President  
 Holmes County Junior College, Goodman, Miss., Major C. McDaniel, President  
 John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, President  
 Junior College of Augusta, Augusta, Ga., E. W. Hardy, President  
 \*Lamar College, Beaumont, Texas, C. W. Bingham, President  
 Marion Institute, Marion, Alabama, Walter Lee Murfee, President  
 Mars Hill College, Mars Hill, N. C., Hoyt Blackwell, President  
 Middle Georgia College, Cochran, Ga., L. H. Browning, President  
 Mt. St. Joseph Junior College, Maple Mount, Ky., Mother M. Teresita Thompson, President  
 Nazareth Junior College, Nazareth, Ky., Sister M. Ignatius  
 North Georgia College, Dahlonega, Ga., J. C. Rogers, President  
 Paris Junior College, Paris, Texas, J. R. McLemore, President  
 Pikeville College, Pikeville, Ky., H. M. Crooks, President  
 Sacred Heart College, Louisville, Ky., Mother Roberta, President  
 San Angelo College, San Angelo, Texas, Wilson H. Elkins, President  
 St. Bernard College, St. Bernard, Ala., Rt. Rev. Boniface Seng, President

<sup>9</sup> "As test cases during the period of this Study."

<sup>10</sup> "With necessary reservation as to limited enrollment and selection of students and also as to preparation for specific requirements (e.g. mathematics in the freshman year)."

<sup>11</sup> "Will be guided by entrance requirements as approved by Texas Association and Southern Association."

St. Mary's School, Raleigh, N. C., Mrs. Ernest Cruikshank, President  
 St. Petersburg Junior College, St. Petersburg, Fla., R. B. Reed, President  
 Schreiner Institute, Kerrville, Texas, James J. Delaney, President  
 Southern Junior College, Collegedale, Tenn., John C. Thompson, President  
 Sue Bennett College, London, Ky., Kenneth C. East, President  
 Sullins College, Bristol, Va., W. E. Martin, President  
 Sunflower County Junior College, Moorhead, Miss., P. M. West, President  
 Tennessee Wesleyan College, Athens, Tenn., James L. Robb, President  
 Texarkana Junior College, Texarkana, Texas, H. W. Stilwell, President  
 Tyler Junior College, Tyler, Texas, J. M. Hodges, President  
 Virginia Intermont College, Bristol, Va., H. G. Noffsinger, President  
 Ward-Belmont School, Nashville, Tenn., J. E. Burk, President

SOUTHERN ASSOCIATION STUDY IN SECONDARY SCHOOLS AND COLLEGES  
 PARTICIPATING SECONDARY SCHOOLS

High School	Address	Principal
Benham	Benham, Kentucky	John A. Dotson, Supt.
Bryan Station (See Lafayette)		
Campti	Campti, Louisiana	C. G. Cloutier
Canton	Canton, Mississippi	J. M. Smyth, Supt.
Collierville	Collierville, Tennessee	C. H. Harrell
Cradock	Portsmouth, Virginia	Alonzo B. Haga
Dixie County	Cross City, Florida	Sam H. Moorer
Dreher	Columbia, South Carolina	D. L. McCormac
Edinburg	Edinburg, Texas	C. A. Davis
Edwards, Lee H.	Asheville, North Carolina	W. H. Plemmons
Frankfort	Frankfort, Kentucky	C. D. Redding, Supt. D. B. Palmeter, Prin.
Goldsboro	Goldsboro, North Carolina	Ray Armstrong, Supt. J. W. Gaddy, Jr., Prin.
Greenville	Greenville, North Carolina	J. H. Rose, Supt. V. M. Mulholland, Prin.
Highland Park	Dallas, Texas	Ben W. Wiseman
Holtville	Deatsville, Alabama	James Chrietzberg
Lafayette	Lexington, Kentucky	A. B. Crawford
Lyon, E. E.	Covington, Louisiana	James Plummer
Meridian	Meridian, Mississippi	J. L. McCaskill
Miami Beach	Miami Beach, Florida	Sidney H. Ellison, Super- vising Prin.
Minden	Minden, Louisiana	S. R. Emmons
Montevallo	Montevallo, Alabama	W. F. Tidwell
Moultrie	Moultrie, Georgia	Ethel Adams
Norris	Norris, Tennessee	Glenn Kendall, Supt.
Okolona	Okolona, Mississippi	A. W. James, Supt.
Parker	Greenville, South Carolina	L. P. Hollis, Supt.
Peabody Demonstration	Nashville, Tennessee	J. E. Windrow
Peabody Training	Milledgeville, Georgia	Mildred English, Supt. Mary Lee Anderson, Prin.
Radford	Radford, Virginia	Lucien D. Adams
St. Petersburg	St. Petersburg, Florida	A. J. Geiger

SOUTHERN ASSOCIATION STUDY IN SECONDARY SCHOOLS AND COLLEGE—*Continued*

High School	Address	Principal
Sumter	Sumter, South Carolina	W. H. Shaw, Supt.
Thomas Jefferson	Port Arthur, Texas	T. Q. Srygley, Asst. Supt.
Tuscaloosa	Tuscaloosa, Alabama	Clara Verner
University Demonstration	Athens, Georgia	Walter D. Cocking
Waynesboro	Waynesboro, Virginia	R. C. Jennings, Supt.

The Association accepted the report of the Commission on Curricular Problems and Research.

## REPORT OF THE SECRETARY FOR THE EXECUTIVE COMMITTEE

Dr. Shelton Phelps, secretary of the Association, made the report of the Executive Committee, recommending:

1. *The adoption of the following resolution:*

"The Southern Association of Colleges and Secondary Schools notes with approval the work in the Southern Association Study in Colleges and Secondary Schools which is under the direction of the Commission on Curricular Problems and Research.

"The Association endorses the continuation of this study and asks for it the support and encouragement of all member institutions."

2. *The approval of President James H. Richmond's report on NYA without the \$1,000 it calls for.*

(See pages 209 to 219, these minutes.)

3. *The approval of Dr. Joseph Roemer's report regarding the Coöperative Study of Secondary School Standards.*

(See pages 280 to 282 of the minutes of the Commission on Secondary Schools. The proposed contract, as set forth on pages 281 to 282, was submitted and signed by Donald J. Shank, Assistant to the President of the American Council on Education. There was also submitted "Estimated Distributing Costs," a statement of "Publications of the Coöperative Study," and "Estimated Printing, 1940-41," as set forth on pages 219 to 220 of these minutes.)

4. *The Adoption of the Report of the Commission on Institutions of Higher Education with the supplementary amendment regarding Louisiana State University.*

(See pages 221 to 222, these minutes.)

[At this point in the proceedings Dean C. A. Ives asked for the floor and made a statement to the Association regarding Louisiana State University.]

5. *The approval of the report of the Secondary Commission.*

(See pages 222 to 223, these minutes.)

6. *The adoption of the report of the Commission on Curricular Problems and Research.*

(See pages 318 to 319, these minutes.)

7. *The adoption of the report of the Committee on Negro Schools:*

(a) That Georgia State College at Industrial College, Georgia, be added to the list of approved standard four-year colleges—Class "B"; that Sacred Heart High School, Lake Charles, Louisiana; Dunbar High School, North Carolina; and Lucy Addison School, Roanoke, Virginia, be added; that Western City High School, Paris, Kentucky, be dropped; that Ingleside-Fee Memorial Institute at Burkeville, Virginia, be dropped because of failure to report—making a total of 39 senior colleges, 7 junior colleges and 93 high schools, or a total of 139 institutions approved.

(For "List of Approved Colleges and Secondary Schools for Negro Youth," see pages 223 to 227, these minutes.)

(b) Budget for Committee on Approval of Negro Schools:

Estimated Expenditures:

Secretarial help	\$ 600.00
Inspection of colleges	1,250.00
Inspection of secondary schools and application of evaluative criteria	1,100.00
Travel expense of committee	350.00
Office operation	300.00
Office rent and equipment	300.00
Total	<hr/> \$ 3,900.00

Estimated Receipts:

Rosenwald Fund	\$ 1,000.00
Negro Association of Colleges and Secondary Schools	1,500.00
Southern Association	500.00
Balance on Hand	1,236.06
Total	<hr/> \$ 4,235.06 <hr/>

8. *The adoption of the following budget:*

Estimated Receipts:

Cash balance	\$ 2,535.85
Sale of proceedings	400.00
Interest on investment	200.00
Annual dues	23,450.00
Appropriated from invested funds	2,000.00
Total	<hr/> \$ 28,585.85



## Estimated Expenditures:

Commission on Higher Institutions	\$ 8,900.00
Commission on Secondary Schools	9,820.00
Commission on Curricular Problems and Research	2,500.00
Committee on Negro Schools	500.00
Publication of the QUARTERLY	4,000.00
Honorarium for Editor of the QUARTERLY*	500.00
Office of Secretary-Treasurer	850.00
Fraternal Delegates	100.00
Dues to American Council	100.00
Office of President	100.00
Expenses of Association meeting	1,000.00
Contingent	215.85
	<hr/>
	\$ 28,585.85
	<hr/>

9. *The continuation of the QUARTERLY on the present plan and that an honorarium of \$500 be given for editing and publishing the QUARTERLY.*

10. *That the present secretary-treasurer be re-elected.*

11. *A Coordinating Committee.*

In order that the officers of the three commissions may be kept constantly informed of all the considerations of the Association, and that they in turn may keep the members of their commissions informed, it is recommended that a special coördinating committee be created. It is further recommended:

- (1) That this committee be a special committee.
- (2) That it meet regularly the day preceding the meeting of the Association, and upon the call of the president of the Association.
- (3) That the membership of the committee consist of: the chairman and secretary of each of the several commissions, the president of the Association, and the secretary-treasurer of the Association.

12. *That beginning this year the annual meetings of the Association be held in the fall of the year, the specific dates to be fixed by the executive committee.*

The report of the Executive Committee, as submitted by the Secretary, was adopted by the Association.

## AMENDMENTS TO THE CONSTITUTION AND STANDARDS

The proposed amendment to the Constitution, Article III, Section 5 (page 244 of the May, 1939, issue of the QUARTERLY), which was before the Asso-

\* This item is probably too large and certainly should not exceed the income from sale of proceedings and special subscriptions. The best solution of the problem of the editorship will probably be found in the assignment of the editorship to a full time employee of the association.—EDITOR.

ciation last year was presented to the Association for approval. The Association voted that the first part of the amendment, (1) to make state high school supervisors ex officio members of the Commission on Secondary Schools, become a part of the Constitution. The Association voted to table the second part of the amendment, (2) to exempt college members of the Commission on Secondary Schools from the disability of succeeding themselves immediately after two successive terms.

The standards for Junior Colleges which were proposed at the meeting last year (pages 308-311, May, 1939, *QUARTERLY*) were approved by the Association. (See pages 335 to 340, this issue of the *QUARTERLY*.)

#### LIBRARY COMMITTEE

The proposal that the Association authorize the president to appoint on the library committee, Dr. J. H. Highsmith, chairman, two members from the Commission on Institutions of Higher Learning and one member from the Commission on Curricular Problems and Research to cooperate with the three members of the Secondary Commission already on the committee was approved by the Association.

#### REPORT OF THE AUDITING COMMITTEE

Your committee has checked the accounts of the treasurer, which had already been audited by Dombhart and Company of Charlotte, North Carolina, and has found them to have been kept efficiently and accurately in every detail.

C. H. BARNWELL,  
*Chairman of Auditing Committee.*

(See pages 227 to 244, these minutes.)

Dean Barnwell's report was received by the Association.

#### REPORT OF THE COMMITTEE ON RESOLUTIONS

We, your Committee on Resolutions, wish to offer the following :

Resolved, that we commend the officers of the Association in using the theme for our meetings, "Education's Responsibility to Democracy."

Resolved, that we consider it timely for education to give emphasis to the processes and the virtues of our American democracy and the individual's responsibility in a democratic social order.

Resolved, that the members of this Association should feel an ever deepening sense of responsibility in the use of the great power and prestige this Association has attained and to bring to bear on its organization and procedures not only good intentions, candor and firmness, but the most critical thinking to the end that we may use our power and influence in a truly

creative manner to sustain and advance the educational needs of the people.

Resolved, that we express our thanks to and deep appreciation of the splendid gentlemen from our own and other sections of the country who have made notable contributions to our programs.

Resolved, that we thank the press and radio for valuable coverage of the Association and that we thank the management of the Biltmore Hotel in their service to the Association.

Resolved, that we thank those who have entertained and refreshed us with delightful music on many programs at this convention.

Resolved, that we express our hearty thanks and appreciation to the retiring president of the Association, Father P. A. Roy, and his earnest co-workers for the splendid administration they have given us and in arranging the interesting and instructive programs for this meeting.

MARK GODMAN  
HOLLAND HOLTON  
THEODORE JACK  
SPENCER J. McCALLIE  
C. A. IVES, *Chairman*

Dean Ives' report was adopted by the Association. Dean Ives stated that since Dr. Holland Holton was a member of the committee on resolutions, the committee could not include in the report a vote of thanks on the part of Dr. Holton for his work on the *QUARTERLY*. Dean Ives moved that a vote of thanks be given Dr. Holton. The motion was carried.

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Father Roy thanked the officers and personnel of the Association and of the Commissions for the coöperation they had given him through the year.

#### REPORT OF THE NOMINATING COMMITTEE

Your Committee on Nominations respectfully submits for action of the Association the following nominations:

President: Professor M. R. Hinson, Florida State College for Women

First Vice President: Superintendent Henry H. Hill, Lexington, Kentucky, Public Schools

Second Vice President: Mr. H. Reid Hunter, Atlanta Public Schools

For membership on the Executive Committee: Vice Chancellor Alexander Guerry, University of the South; Dean W. H. Washington, Clemson College

P. P. BOYD  
H. B. HEIDELBERG  
J. R. ROBINSON  
W. R. SMITHEY  
W. J. McCONNELL, *Chairman*

The report of the committee was accepted and the nominees unanimously elected by the Association.

Father Roy appointed Mr. Spencer McCallie and Dean W. H. Barnwell to bring Dr. Hinson to the chair.

The meeting was adjourned.

SHELTON PHELPS, *Secretary*.

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The following broadcasts were given during the time of the meeting. Mr. Emil L. Telfel of Loyola University and Mr. Ray Furr of Winthrop College presided and Stations WSB (The Atlanta Journal) and WGST (Georgia School of Technology) coöperated as indicated below. It is intended to publish these addresses in the August issue of the *QUARTERLY*.

### MONDAY, APRIL 8

WSB

The Atlanta Journal

ATLANTA BILTMORE HOTEL

11:00 A.M.

Address: "The Southern Association Studies Education for American Democracy."—President H. L. Donovan, Eastern Kentucky State Teachers College, Richmond.

WGST

Georgia School of Technology

ANSLEY HOTEL

4:00 P.M.

Address: "The Southern Association's Value to American Democracy."—Dean C. A. Ives, Louisiana State University, Baton Rouge.

### TUESDAY, APRIL 9

WSB

11:00 A.M.

Address: "The Relation of the Endowed University to Our Democracy."—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee; Chairman, Commission on Institutions of Higher Education, Southern Association of Colleges and Secondary Schools.

1:00 P.M.

Address: "The Influence of the Liberal Arts College on Life in Our Democracy."—President Shelton Phelps, Winthrop College, Rock Hill,

South Carolina ; Secretary-Treasurer, Southern Association of Colleges and Secondary Schools.

WGST

8 : 45 A.M.

Address : "The Role of the City High School in American Democracy."—Superintendent H. M. Ivy, Meridian City Schools, Mississippi.

4 : 00 P.M.

Address : "The Private Denominational School as an Integral Part of American Democracy."—Headmaster Spencer J. McCallie, The McCallie School, Chattanooga, Tennessee.

WEDNESDAY, APRIL 10

WSB

11 : 00 A.M.

Address : "Teachers as Leaders in Our Democracy."—President S. H. Whitley, East Texas State Teachers College, Commerce.

1 : 00 P.M.

Address : "Youth Builds Character for Life in Our Democracy."—Professor M. E. Ligon, University of Kentucky, Lexington.

WGST

8 : 45 A.M.

Address : "The State University in This Changing World." Chancellor Alfred B. Butts, University of Mississippi, University, Mississippi.

4 : 00 P.M.

Address : "The Evolutionary Force of Education in a Democracy."—President Rufus C. Harris, Tulane University, New Orleans, Louisiana.

THURSDAY, APRIL 11

WSB

11 : 00 A.M.

Address : "May Academic Freedom Become an Instrument of Subversive Propaganda?"—Dean A. C. Smith, S.J., Spring Hill College, Mobile, Alabama.



1 : 00 P.M.

Address : "Leadership or Regimentation in Higher Education?"—President W. J. McConnell, North Texas State Teachers College, Denton.

WGST

8 : 45 A.M.

Address : "The Reality of Spiritual Values in Education."—Superintendent George J. Flanigen, Diocesan Parochial Schools, Nashville, Tennessee ; Secretary, Southern Association of Private Schools.

4 : 00 P.M.

Address : "The Outlook for College Women in Our Democracy."—Professor M. R. Hinson, Florida State College for Women, Tallahassee.

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At a meeting of the Publications Board held after adjournment of the Association, Dr. Holland Holton was re-elected Editor of the *QUARTERLY*.

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At a meeting of the new Executive Committee held immediately after adjournment, invitations for the next meeting were presented from Biloxi, Chattanooga, Hollywood Hotel (Florida), Houston, Jacksonville, Louisville, New Orleans, and Richmond. The next meeting will be held the first or second week in December, 1940. The definite time and place have not yet been determined, but will probably be ready for announcement in the August issue of the *QUARTERLY*.

SHELTON PHELPS, *Secretary*\*.

#### REPORT OF THE COMMITTEE ON NATIONAL YOUTH ADMINISTRATION

At the annual meeting of the Southern Association, held last year in Memphis, President Donovan appointed a committee to report, with recommendations, on the matter of school aid provided by the National Youth Administration. This report was made, and may be found on page 245 of the May, 1939, issue of the *SOUTHERN ASSOCIATION QUARTERLY*. Time afforded the Committee no opportunity for research, consequently, the report, hastily prepared, could not be as well organized as the importance of the subject warranted. The Committee, appointed by Dr. Donovan, was continued for another year, with instructions to study this question throughout the year and report its findings and recommendations to this convention. The Committee was further directed to collaborate as far as possible with similar organizations, such as the North Central Association, to the end that all interested parties could get a complete picture of the program. Some progress has been made toward this end.

Illness prevented the Chairman of this Committee from attending a Chicago meet-

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\* The reports of various committees referred to in these minutes as printed on the following pages are here presented as an integral part of the official minutes of the Atlanta meeting.—*SECRETARY*.

ing where Dr. Floyd Reeves and certain officials of the North Central and the Middle States Associations conferred on the question of a nation-wide study of NYA. The same cause prevented him from attending a similar conference held in St. Louis at the time of the meeting of the National Association of School Administrators. From reports received from these meetings, it appears that Dr. Reeves is seeking funds for an immediate study of NYA, the expectation being that the results of this study may be available by September 1 of this year. He has asked and obtained a grant of \$2,500 from the North Central Association, has secured the endorsement of the Middle States and Maryland Association, without grant of money, and is asking our Association to subscribe the sum of \$1,000 for this work. With these subscriptions and endorsements, he hopes to secure \$50,000 from the General Education Board. Your Committee strongly recommends that Dr. Reeves' study be endorsed and that \$1,000 be appropriated for this work, if our financial condition warrants it.

Due to lack of funds, your Committee was compelled to seek the coöperation of key men throughout the area served by our Association. In the main, their coöperation was all that could be expected, and the Committee is grateful for the assistance given.

#### SECONDARY SCHOOLS

##### 1. *Basis of this report*

In an effort to determine the attitude of secondary schools in the Southern Association toward the efficacy of the program of the National Youth Administration in their systems, this study has been made. Questionnaires were sent to supervisors of secondary school work in the eleven Southern states. No report was furnished by Virginia<sup>1</sup> and the Florida office made no definite answer.

The reports from Tennessee, North Carolina, Georgia, and Texas were made on the basis of statements of state supervisors or on the observations of a few important public school administrators. Louisiana made a study of reports from twenty school principals, Mississippi gave the consensus of thirty-five administrators, and South Carolina submitted letters from the principals of twenty secondary schools. A thorough report from the State of Alabama was received, which included replies from fifty-eight out of sixty secondary schools receiving questionnaires. The most complete survey, however, was made by Mr. M. E. Ligon of the University of Kentucky, which included results based upon the replies of 112 schools.

##### 2. *Conclusion*

The limited number of replies submitted by the secondary schools of the Southern Association precludes the conclusiveness of this report which may be found in that one submitted relative to the institutions of higher education. Despite this limitation, the answers which have been received make it possible for us to indicate certain basic viewpoints held widely throughout the South.

On the positive side it may be said that school administrators agree almost unanimously that the National Youth Administration program is keeping needy students in school and is helping deserving students to continue their education. These two reactions are noted separately since most principals differentiate between the two headings. Dozens of letters testify to the value of the program in making it possible for many students to complete their high school work. It appears to be the consensus of this group that this factor alone is sufficient to justify continuance of the NYA program for secondary schools. Many writers go beyond this point, however, to

<sup>1</sup> The report from Virginia, most excellent and comprehensive, was received after this summary was made, but the replies indicate substantial agreement with the conclusions of this report.

indicate other ways in which NYA work has been efficient. Definite testimony to the effect that NYA jobs give practical training for life and aid in making students self-sustaining has been forthcoming from supervisors in states like South Carolina, Louisiana, Alabama, and Kentucky where the question has been reported on most carefully. (In this connection, Mr. Ligon's report indicates that only two schools out of the 112 saw no educational value in the program while ninety-two schools listed fifty-two different values involved in this work.) Moreover, principals have not been slow to admit the beneficial effects of NYA projects in the improvement of school campuses and buildings.

There seems to be general agreement that when a program is well organized and well supervised by the principal, it can be the means of aiding the child and the school. Some disapproval of the program has come, however, from those administrators whose duties make it impossible for them to give the proper amount of time to the working out of satisfactory projects. These administrators complain of complicated payrolls, complexity of reports, "red tape" and the lack of full-time supervisors. One gathers, however, that the criticisms involved here are directed at a phase of the NYA work rather than at the program itself. Among the suggested changes none is more important than that which relates to the increase of NYA benefits. This includes not only the desire of increasing the amount of money available but also the increase in the number of workshops by decreasing the minimum amount available for each student as well as the lowering of the age limit on students eligible for NYA benefits. One of the chief proposals is that better supervision should be afforded either by the state or Federal government. The necessity for this is emphasized by Mr. Ligon's statement that "more than half of these 1,800 pupils (in the Kentucky schools studied by his report) are receiving very little systematic scheduled supervision." Miscellaneous suggestions include the following proposals: the division of funds on an eight months basis, changes in the periods of payments to fit local needs, and the sending of NYA checks directly to the school principals. One thoughtful suggestion which might be brought to the attention of this group is that made in a report from the Nashville Public Schools. The supervisor there indicated that since students are now being paid to do many things that they once did out of a sense of civic duty, it was the duty of the principal to be careful to avoid "impairment of citizenship tone as it relates to a willingness to contribute one's service for the welfare of all."

Except for a small minority which contented itself with such vague generalities as "NYA prepares for WPA" and "it's a waste of money," there were no outright condemnations of the NYA program received by this Committee. The general conclusion, therefore, of this Committee is that the present NYA organization is (1) satisfying a definite need in the secondary schools of the South; (2) that students and the schools are benefitting from these programs; (3) the problems raised by the program are of a financial and administrative nature which may be eliminated by careful study, intelligent planning and proper supervision. Your Committee further recommends:

1. That NYA work program for out-of-school youth be so administered that local school facilities may be utilized;
2. That state and local school authorities be offered an opportunity to coöperate in administering and supervising NYA projects which are distinctly educational;
3. That in-school youth be given access to NYA facilities in communities whose schools cannot afford same.

## COLLEGES AND UNIVERSITIES

The Chairman of the Committee wrote to the president of each of the member colleges requesting his opinion on the functioning of the NYA in his institution. The presidents were specifically asked to state whether they favored NYA aid and to give suggestions for the improvement of this program.

The responses from the colleges in the Southern Association territory were so nearly unanimous that it is possible in this report to present the reactions of practically all of the colleges in this region regarding the National Youth Administration. Replies were received from 175 of the 192 colleges in this region. This report is based on the responses of 172 of these institutions since a few of the college officials stated that they either had had no experience with the NYA or that their experience was too limited to justify any appraisal by them.

*1. Evaluation*

The most significant conclusion to be garnered from these replies is that 156 of the 172 institutions, or 91 per cent, express satisfaction with the NYA. Seventy-four, or 43 per cent, of those expressing satisfaction did not qualify their approval in any way. Eighty-two, or 48 per cent, expressed an approval which was qualified only in so far as they expressed a belief that improvements can be introduced which they believe will make the NYA even more effective.

Only one of the 172 replies expressed unqualified disapproval, and this disapproval was based upon the "unconstitutionality" of the act. Fifteen others expressed some misgivings, although they appear to be unwilling to put the stamp of disapproval on the NYA. This group is troubled by theoretical misgivings rather than by the actual operation of the administration.

It is perhaps significant to note that of the sixteen institutions that indicate any disapproval of the NYA nine are denominational or private schools. This group represents 32 per cent of the reporting institutions but includes 53 per cent of those expressing some degree of misgivings. Two of the women's colleges, or 14 per cent; two of the teachers colleges, or 8 per cent, and two junior colleges, or 5 per cent, expressed disapproval. Only one university and no technical school expressed disapproval.

*2. Criticisms*

Two specific criticisms are presented. Eight letters express a fear that in the NYA the spirit of independence in students will be destroyed. Seven others state that they fear the outcome will be that the young people will come to be dominated by an attitude of "getting something for nothing." These administrators are not stating that this is actually the outcome. Rather, they are expressing a fear that this is what is taking place as a result of the present program.

These critics represent a definite minority. For each reporting administrator whose letter carries a negative note more than ten can be found who are willing to state unequivocally that the values are definitely positive. The values both to the college and the individual students are stressed.

*3. Benefits*

Fifty-six administrators report specifically a belief that the NYA is giving an opportunity to able worthy young people to obtain an education which they would otherwise be denied. They appear to believe, however, that the NYA is accomplishing much more than merely permitting some worthy young people to attend college.

Many of the administrators have come to believe that the experience gained



through the NYA work has a definite educational value. The following quotations are clear-cut expressions of this viewpoint.

"We have the word of students who have had NYA jobs, who have graduated and taken positions, saying definitely that a great deal of training that they have received in their NYA work has been a factor in their advancement. We are convinced, therefore, that a great deal is being accomplished which cannot be measured directly in dollars and cents."

L. N. DUNCAN, *President,*  
*Alabama Polytechnic Institute*

"Through the NYA aid boys and girls who otherwise would be wasting their time and efforts are preparing themselves as useful citizens. The various projects which these students work on have broadened their understanding and in many cases have given them practical experience in the fields in which they plan to engage after graduation. Participation in this program has given the students a knowledge of what it means to work and the value of budgeting time."

S. F. BRETSKE, *Controller,*  
*University of Chattanooga*

"Under the NYA program students are able to secure some experience, often in their major departments, and this experience is of considerable value to them in securing employment after graduation. This experience in itself is educational."

G. E. METZ, *Registrar,*  
*Clemson Agricultural College*

"We have assigned NYA students to jobs in the following types of work: clerical, secretarial, mechanical, library technique, telephone switchboard operator, janitorial service, waiting on tables, laboratory assistance, paper grading, recreation program, mimeographing and other duplicating work, sports and social service. The experience derived by students working on any of the above assignments is to be found of great value in later life. We have many instances of students working through school in this or that type of work, and who later work into permanent employment along the same lines. It is natural to suppose that the experience which each student derives from his NYA work will be of great value to him in making a success of the job into which he goes after leaving school. We have many instances, too, where students are aided in choosing their life's work by their experience on NYA jobs. Work on the various projects will constitute a great opportunity of familiarizing the student with types of employment and cause some of the students to make definite decisions in this direction."

L. E. FRAZAR, *President,*  
*Southwestern Louisiana Institute*

"... The work done by NYA employees gives them a training which fits them better for positions as assistants inside the University and also for jobs outside. I can cite any number of cases where students have gone right into good positions on the staff or have been able to secure desirable employment outside the University by reason of the training they have received in their NYA work."

HOMER P. RAINEY, *President,*  
*The University of Texas*



It has been stated that some express the fear that the NYA will have an undesirable influence on those youth whom it serves in so far as it tends to destroy the spirit of independence and create a spirit of getting something for nothing. It is significant, however, that others have come to believe that exactly the opposite is true. These take the position that it creates a spirit of independence and builds character. Many are willing to state that the influence of the NYA is definitely constructive as regards its effect on character if it is properly administered.

"At first it seemed that everybody connected with the program looked upon it as a 'dole,' or that Uncle Sam was a Santa Claus. Gradually we have impressed on people that it is a job which carries with it a stipend, every dollar of which must be honestly earned."

C. C. SHERROD, *President,*  
*State Teachers College,*  
*Johnson City, Tennessee*

"We find that the students benefitting by the provision of the Administration compare favorably in every respect with the students receiving no assistance, both as to the character of their scholastic achievement and their attitudes in general. In fact, we are of the opinion that the service, and obligations arising therefrom for the student, exert a wholesome influence in that they stimulate a sense of responsibility."

MOTHER M. ANGELIQUE, *Dean,*  
*Our Lady of the Lake College,*  
*San Antonio, Texas*

"The question as to whether this aid weakens or strengthens the moral fibre of our youth is abundantly proved by the following through of the students who have taken advantage of these opportunities. A recent survey of our students who are included in this program shows that both in quality of work, grades and essential development of mind, character and manhood, indeed in every point of comparison they quite measure up to those who do not receive such support. If anything, this survey proves they are stronger for these experiences."

E. M. WAITS, *President,*  
*Texas Christian University*

"In so far as I have been able to contact individual NYA beneficiaries, I believe they are benefitting not only economically, but vocationally because of their work, and I am sure that the opportunity to attend college and benefit from the academic and social experiences will contribute materially to their vocational efficiency, social attitudes and economic status in the future."

H. L. KENT, *Administrative Asst.,*  
*Texas Technological College*

College administrators in the section surveyed believe, in many cases, that the NYA is not only making a definite contribution to the youth of this region but also that valuable contributions are being made to the institutions themselves which are better because of the group of students brought to them through the NYA. Studies have shown that many of our most able high school graduates are not entering institutions of higher learning. The replies from many of the colleges indicate that the NYA is enabling them to tap this able group of high school graduates. Many of the colleges report that they are selecting their NYA students carefully under the supervision of a faculty committee. These report that through the NYA they are bringing

in students who are distinct additions to the student body and who are doing work that is in some cases definitely superior to the college average.

"The two groups have turned out to be in general the best students on our campus. Their scholastic average is above the school as a whole."

C. B. SMITH, *President,*  
*State Teachers College,*  
*Troy, Alabama*

"It has brought to the colleges a large number of competent students. In this connection may I say that we have been able here in this institution to secure students who were in the upper ten or fifteen per cent of the high school graduates. Therefore, the NYA group has done better work than any other similar group in the college."

A. W. BIRDWELL, *President,*  
*Stephen F. Austin State Teachers*  
*College, Nacogdoches, Texas*

NYA students are making such genuine contributions to many institutions and have become such important cogs in the running of these institutions that some administrators are genuinely concerned about what will happen to their institutions should the NYA aid be withdrawn.

"The plan moved off rather slowly when first inaugurated and there was some fear that it was a dangerous innovation but so far as we have been able to see to date it has proved not only a worthy undertaking but one that might be considered essential to college education."

JOHN L. BLYLER, *President,*  
*Furman University*

"If it were not for the NYA I don't know what we would do at the University. Of course, we have never supplanted University paid jobs with NYA work, but since the beginning of NYA our University has grown so much that something would certainly have to take the place of NYA should it be discontinued."

DOROTHY L. WHITEHEAD, *NYA*  
*Supervisor, University of Georgia*

"What I am worrying about most is the question of what we are going to do when this NYA assistance is no longer available. We are getting many of our faculty members and administrative employees in the habit of expecting a great deal of assistance from these students. When this is no longer available we are going to have a problem on our hands of what to do in the areas of work these NYA students have been taking care of."

SAMUEL DUKE, *President,*  
*Madison College, Virginia*

"A great many of our departments have notably expanded their services and the scope of work by the employment of students. The work which they do varies from purely routine matters to research effort requiring broad knowledge and skill. By the employment of students instructors are relieved of routine load. The educational and service activities of this college would suffer rather severely should we be deprived of the services now rendered by students working under the terms of the National Youth Administration."

R. LEE HUMBERT, *Executive Secretary,*  
*Virginia Polytechnic Institute*

A number of administrators take the position that the effect on the individual of receiving NYA aid depends upon the administration of the NYA program within the individual institution. Some are definitely of the opinion that lax administration and supervision may lead to the development of detrimental attitudes on the part of the student. These believe that if the institution is interested sufficiently in the welfare of the student to administer wisely the program the students may derive benefit from the program. A number of responses state that their program is under the supervision of a faculty committee which is active in selecting the NYA students and who see, as far as possible, that work assignments are made in the light of the specific abilities of the students and of the needs of the institution and the faculty members. These express the belief that when adequate attention is given to these matters it is beneficial both to the institution and to the students.

The following quotations are typical of the attitude of many concerning the importance of adequate administration.

"We believe that the value resulting from the NYA program beyond financial aid to students is largely dependent on the administration of the fund within each institution."

DAVID N. PARSONS, *Business Manager,*  
*Guilford College, North Carolina*

"Our impression here is also that the work program properly and sincerely administered has much positive value. It happens that our College gives the students real work to do, and requires a high type of performance."

C. B. SMITH, *President,*  
*State Teachers College, Troy, Alabama*

"If the individual institutions do the work as well as they should, there can be no serious criticism of the NYA. In other words, if you base administration on need and on intelligence, you can not go far wrong. Of course, it is difficult to find suitable work for such a large number of students; but our experience has been that this difficulty can be overcome by organization and work on the part of those who direct the program."

A. W. BIRDWELL,  
*Stephen F. Austin State Teachers College,*  
*Nacogdoches, Texas*

No one has more strikingly presented this viewpoint than President J. J. Delaney, Schreiner Institute, Kerrville, Texas.

"I am not opposed to the NYA program, and have been unable to understand how any college administrator can oppose it if he is not too lazy to attend to his job, and has the gumption to know how to handle boys and girls on any job that will help them to secure an education. It is some trouble, but an administrator who is not willing to make this sacrifice is not worthy of the position he holds."

#### 4. *Suggestions for Improvement*

Certain suggestions for improving the present NYA set-up appear with varying frequencies in the replies received. Those appearing with greatest frequency are the following:

1. *A better system of reporting.* Nine stated this as a definite need. They appear to mean by "better" a simpler system of reporting. Some state emphatically that there is too much red tape.

2. *The government should pay the cost of administration or supervision.* Five report that the burden of supervising the program is so great that the need of assistance is imperative.

3. *The program should be a year round program.* Institutions which have summer schools believe that it is of importance that the program be year round since the summer is usually wasted and that it is important that those requiring NYA aid be able to complete their education as early as possible. Eight made this recommendation.

4. *Greater flexibility regarding working periods.* Seven institutions believe that the work-schedule is so rigid that the best interests of the students are frequently not served. This is said to be the case particularly at the opening and closing of college.

5. *Payroll dates should be adapted to school calendar.* Five voice the opinion that the program could be made to function smoother if the payroll dates were more closely correlated with the school calendar. They believe this would relieve a problem that arises with colleges whose opening date is late in September.

6. *Changes should be made in the type of projects permitted.* A few administrators express a belief that the types of projects allowed are so limited that it is sometimes impossible to find worthwhile ones, that is, projects which are both educationally and socially useful.

"The only improvement I would suggest would be a stricter regulation that the work done by the student should be educationally and socially useful."

PIERCE CLINE, *President,*  
*Centenary College of Louisiana*

"We find it very difficult to map out a program for 150 students in conformity with what the NYA authorities consider appropriate work for NYA students to do. Their instructions are confusing and their ideas are not always thoroughly sound regarding this matter."

SAMUEL DUKE, *President,*  
*Madison College, Virginia*

"The types of work should be broadened. It seems to me that the government should be more concerned in worthy students getting a chance to go to college than in reference to technical restrictions regarding the types of work in which they may be engaged. This is particularly pertinent to those in residential projects."

*President,*  
*Murray State Teachers College*

7. *Raise the maximum amount of aid.* Three suggestions are to this effect.

8. *Lower the minimum amount of aid.* This is the change most frequently suggested. The junior colleges especially advocate this change. This is probably due to the fact that they serve many students living at home. It is felt by some administrators that many students, particularly those living at home, will be able to attend college if given less than the present minimum. This reduction of the minimum would make it possible to aid a large number of boys and girls.

9. *Payment should be made direct to the college.* Seven take the position that the program would work better if the old system of direct payment to the college were re-instituted. The complaint is that all too often the student cannot resist the temptation to use the money for other purposes and, as a consequence, the institution fails to get its money, or must waste valuable time in seeing that it receives its just share of the check.

10. *Raise the age limit.* Six institutions offering graduate work recommend that the age limit be raised. They state that they have many worthy students over twenty-five years of age who are greatly in need of assistance in pursuing advanced work.

11. *Earlier notification of quota.* This change was recommended by the second largest number of officials, ten. They feel that they could do a better and fairer job of selecting NYA students, both from the viewpoint of the institution and the student, if they knew their quotas sometime in advance. It certainly does not seem fair to the student to be unable to tell him that he will be taken until just before school opens or even after school opens.

The general tenor of a great many of the reports is that the NYA has justified itself to such a degree that it ought to be made a permanent program by the government. Should the federal government decide that it is necessary to withdraw this type of aid, the belief is that only a process of gradual reduction is feasible if the interests of the students themselves are to be considered.

"The only comment I would make with regard to any change is that if NYA is to be taken from us in the near future I should like to see it done gradually. If it is cut off entirely during one year, I fear it will be very tragic for a great number of girls."

C. W. PHILLIPS,  
*The Woman's College of the University of  
North Carolina, Greensboro, N. C.*

A few of the letters frankly set forth the belief that the NYA should be made a permanent program of the Federal Government. President G. D. Humphrey, Mississippi State College, has presented a clear-cut statement of this viewpoint.

"We are not opposed to the NYA program; on the other hand, we are ready to support any movement that will make it a permanent policy of the Federal Government. We believe that the NYA program is a strong force in the training of a more intelligent citizenship.

"It is our opinion that the colleges and universities should, by all means, sponsor a movement to make the National Youth Administration a permanent feature of the Federal Government. All educational associates should be asked to lend their support to this student aid program and should memorialize Congress asking that it be continued, and in so doing pledge themselves to a strict compliance with all regulations governing it."

#### RECOMMENDATIONS

The following changes, we believe, were suggested with sufficient frequency to justify serious consideration.

1. Simplification of reports and elimination of red tape;
2. Federal assistance in administration and supervision;
3. Placing of program on 12-month basis;
4. Broadening of the basis of permissible projects;
5. Reduction of the minimum aid permissible;
6. Making payments direct to the institutions;
7. Arranging payroll to correlate with college year;
8. Greater flexibility of working period;
9. Raising maximum age limit;
10. Earlier information concerning quotas.

Some of these recommendations may be neither desirable nor feasible; but, in the judgment of the committee, they warrant serious consideration on the part of the



NYA authorities, in view of the fact that these constructive criticisms, which form the basis for the above recommendations, are made by the sincere friends of the National Youth Administration and by persons and organizations that have worked with it long enough to justify them in speaking with some authority. Finally, it should be borne in mind that this committee and those who worked with it in providing data for this report have approached the problem from the standpoint of educators; and it is their positive conviction that the NYA authorities should recognize the pre-eminence of the educational obligation over that of mere work relief.

Respectfully submitted,  
JAMES H. RICHMOND, *Chairman\**

# SUPPLEMENT TO DR. JOSEPH ROEMER'S REPORT ON THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS†

## ESTIMATED DISTRIBUTING COSTS CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

July 1, 1940-June 30, 1941

Office Secretary (Mrs. Long)	\$ 1,980
Clerical and shipping	2,000
Consultant service	650
Rent	560
Telephone and telegram	50
Postage and express	2,500
Promotion	1,500
Mailing supplies	150
Printing materials	6,300
Banking and administration	210
Contingent	675
Total	\$ 16,575

## PUBLICATIONS OF THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS (1940 Editions)

Publication	Total Printing 1939-40	Inven- tory March 1	Est. Sales March 1- June 30	Est. Sales for Year	Est. Inven- tory July 1	Est. Sales Next Year
1. General Report, Cloth	2,085 <sup>1</sup>	1,431 <sup>2</sup>	240	894	1,191	500
2. Supplementary Reprints, Cloth	945	416	120	649	296	400
3. Manual, Cloth	1,022 <sup>1</sup>	234	234	1,022	...	700
4. Manual, Paper	6,356	2,472	1,800	5,684	672	5,000
5. Evaluative Criteria, Cloth	1,000	474	240	766	234	500

\* Dr. Richmond was authorized to sign for the Committee. The following additional members, however, who were present at the Association meeting also signed: A. C. Flora, O. C. Carmichael, Guy B. Phillips, H. Reid Hunter, H. M. Ivy, Jas. A. Davis.—EDITOR.

† For remainder of Dr. Roemer's report, see pages 280-282, this issue of the *QUARTERLY*.  
—EDITOR.

<sup>1</sup> Excluding 415 printed for free distribution.

<sup>2</sup> Includes 965 unbound.

6. Evaluative Criteria, Paper	10,926	5,007	3,200	9,119	1,807	8,200
7. Evaluative Criteria, Combined	1,085 <sup>1</sup>	493	120	712	373	400
8. Evaluative Criteria, Sets of separates	5,000	1,696	1,600	4,300	800	4,000
9. "M" pamphlets	50,000	20,471	10,000	39,529	10,471	35,000
10. Educ. Temp. Press- board	5,000 <sup>3</sup>	2,296 <sup>3</sup>	800	3,504	1,496	2,500
11. Educ. Temp. Wall charts	1,000	744	80	336	664	250
12. Library edition, Paper	1,825	796	300	1,329	496	900
13. Library edition, Wall charts	431	177	60	314	117	117
14a. Parent judgment card	25,000	10,500	2,800	17,300	7,700	13,000
14b. Pupil judgment blanks	25,000	8,900	3,200	19,300	5,700	14,000
14c. Non-College success blank	12,000	6,600	1,000	6,400	5,600	5,000

## ESTIMATED PRINTING, 1940-41

Publication	Number of Copies	Estimated Cost
General Report (Bind)	1,000	\$ 300
<sup>1</sup> Supplementary Reprints	500 <sup>2</sup>	?
Manual (cloth)	1,000	350
Manual (paper)	5,000	1,100
Criteria (cloth)	500	275
Criteria (paper)	8,000	2,000
"M" blanks	25,000+	380+
Criteria (separates)	5,000 sets	1,000
Educational Temperatures	1,000+	300+
<sup>2</sup> Library pamphlet	1,000 <sup>2</sup>	225 <sup>2</sup>
Parent judgment card	10,000	22
Pupil judgment blank	10,000	28
Total		\$ 5,980+
Freight		300
Grand Total		\$ 6,280+

<sup>1</sup> It is open to question whether this should be reprinted, when the supply is exhausted. If it should be, of course this would increase the \$5,980 total printing cost. I do not know how much these would cost.

<sup>2</sup> This pamphlet is a 1938 edition; everything else is 1940. If it is reprinted, it would have to be revised, in all probability, to bring it up to date. It is possible that Mr. Eells might find time to prepare copy for a revised edition before June 30.

(Signed) WINIFRED R. LONG,  
Office Secretary

<sup>3</sup> Includes 2,000 unbound.

THE REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER  
EDUCATION TO THE EXECUTIVE COMMITTEE OF THE  
SOUTHERN ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS

The Commission on Institutions of Higher Education recommends to the Executive Committee of the Southern Association of Colleges and Secondary Schools :

That Huntingdon College of Alabama be removed from probation and restored to full membership in the Association.

That Wesleyan College of Georgia be removed from probation and restored to full membership in the Association.

That Brenau College of Georgia be continued on probation and that the Chairman of the Commission write a letter to the President of Brenau specifying certain requirements to be met by the institution.

[For the next portion of the report see pages 304 to 308, this issue of the QUARTERLY, beginning with "A. 1. That Asbury College, etc.," on page 304, and ending with "the question of the selection of a president with more than acting status has been postponed."]

The Commission on Institutions of Higher Education recommends,

That Louisiana State University be placed on probation, and

That the Special Committee of the Association be continued, with instructions to keep in close touch with the Louisiana developments and to report to the Council of the Commission if the University fails to organize and to proceed on a sound educational basis rather than on political considerations.

That further action on the relation of the University to the Association by the Association be deferred until a further report from the Special Committee may be secured.

[At this point the following amendment by the Executive Committee was ordered inserted.

The Executive Committee of the Association approves the recommendation of the Commission on Institutions of Higher Education with reference to the Louisiana State University but desires to make this supplementary statement :

The placing of the Louisiana State University on probation is not to be construed in any sense as reflecting upon the present administration of the University.

The Executive Committee strongly commends the prompt and vigorous action taken by the present administration in investigating and correcting the previous mismanagement of the University and that the University should be especially commended in that the present administration of its own volition took immediate steps to establish approved financial and other managerial practices and that this result was brought about without the punitive action on the part of this Association.

Therefore, the Executive Committee desires to express its confidence in

the present administration and in the continuance of its zealous efforts to restore and preserve the integrity of the Louisiana State University.]

In view of the general situation in Louisiana, the Commission on Institutions of Higher Education recommends :

That the function of the Committee on Louisiana State University include a special study and investigation of Louisiana Polytechnic Institute and Southwestern Louisiana Institute, and

That this Committee make a report to the Council as developments require.

The Commission on Institutions of Higher Education recommends to the Executive Committee of the Association the following list of members and officers of the Higher Commission as approved by the Commission.

[See pages 319 to 320, this number of the QUARTERLY.]

The Commission on Institutions of Higher Education recommends to the Executive Committee of the Southern Association the adoption of the Standards of Junior Colleges as printed in the proceedings published in May, 1939, and as approved by the Commission.

O. C. CARMICHAEL, *Chairman*.  
ALEXANDER GUERRY, *Secretary*.

#### REPORT TO EXECUTIVE COMMITTEE OF SECRETARY OF COMMISSION ON SECONDARY SCHOOLS AS TO PERSONNEL OF STATE COMMITTEES

The following changes are recommended in the personnel of state committees :

##### *Alabama*

L. H. Baer, Marion Institute, Marion, to succeed himself

James Chrietberg, Principal, Holtville High School, to succeed himself

Dr. J. Morrison McCall, State Department of Education, to succeed W. L. Spencer

Should amendment offered, making state high school supervisors *ex-officio* members of the Commission, pass, W. L. Spencer will continue to serve as a member of the Commission.

##### *Florida*

Dr. J. H. Wise, University of Florida, to succeed Dr. Little

Paul Eddy, State Department of Public Instruction, to succeed M. W. Carothers

##### *Georgia*

M. E. Thompson, State Department of Education, Atlanta, to succeed T. J. Dempsey, Jr.

Father P. H. Dagneau, Marist College, Atlanta, to succeed Col. J. C. Woodward, deceased

J. G. Stipe, Emory University, to succeed himself

##### *Kentucky*

Mark Godman, State Supervisor of High Schools, to succeed himself if amendment passes. If not, L. N. Taylor, State Department of Education, will succeed him

C. M. Shutt to succeed himself

*Louisiana*

C. L. Barrow, State High School Supervisor, to succeed himself  
Father Joseph C. Mulhern, S.J., Principal, Jesuit High School, New Orleans, to succeed himself  
Rev. Joseph B. Bassich, S.J., Loyola University, to succeed Dr. J. A. Lyon

*Mississippi*

J. W. Kennedy, Principal, Chamberlain-Hunt Academy, to succeed J. E. Belka  
W. H. Zeigel, Delta State Teachers College, Cleveland, to succeed S. B. Hathorn  
E. R. Jobe to succeed himself

*North Carolina*

Dr. W. C. Pressly, Peace Junior College, Raleigh, N. C., to succeed T. O. Wright  
Dr. W. P. Few, President, Duke University, to succeed Dr. Holland Holton  
Dr. Henry Highsmith to succeed A. B. Combs, resigned

*South Carolina*

Dr. E. C. Hunter, Converse College, to succeed R. H. Coleman  
Miss Mary V. McBee, Ashley Hall, to succeed herself

*Tennessee*

Mr. Will Webb, Headmaster, Webb School, to succeed S. J. McCallie  
Mr. Ernest C. Ball, Superintendent Memphis City Schools, to succeed himself

*Texas*

T. Q. Srygley, Assistant Superintendent Port Arthur High School, to succeed himself

*Virginia*

George J. Oliver, Chairman, State Supervisor Sec. Ed., to succeed himself  
Walter Flick, Washington and Lee University, to succeed himself  
Dr. John C. Boggs, Randolph-Macon Academy, Front Royal

REPORT OF THE COMMISSION ON CURRICULAR PROBLEMS AND  
RESEARCH TO THE EXECUTIVE COMMITTEE OF THE  
ASSOCIATION

[See pages 318-320, this issue of the QUARTERLY, beginning with Commission Budget on page 318, and ending with bottom, page 320. The formal report includes all items of business listed.]

APPROVED LIST OF COLLEGES AND SECONDARY SCHOOLS  
FOR NEGRO YOUTHS

At the annual meeting of the Southern Association of Colleges and Secondary Schools in Atlanta, Georgia, April 8-12, 1940, the Executive Committee of the Association voted to grant the institutions listed below the several ratings as indicated.



## APPROVED NEGRO COLLEGES

*Standard Four-Year Colleges—Class "A"*

Institutions in this class meet in full the standards set up by the Association.

	Year Accredited	
	Class "A"	Class "B"
Talladega College, Talladega, Ala.	1931	1930
Atlanta University, Atlanta, Ga.	1932	
Morehouse College, Atlanta, Ga.	1932	1930
Spelman College, Atlanta, Ga.	1932	1930
Fisk University, Nashville, Tenn.	1930	
Hampton Institute, Hampton, Va.	1932	1931
Tuskegee N. & I. Institute, Tuskegee, Ala.	1933	1931
Johnson C. Smith University, Charlotte, N. C.	1933	1930
Virginia State College for Negroes, Petersburg, Va.	1933	1930
Wiley College, Marshall, Texas	1933	1931
Prairie View State N. & I. College, Prairie View, Texas.	1934	1932
Florida A. & M. College, Tallahassee, Fla.	1935	1931
Bennett College for Women, Greensboro, N. C.	1935	1931
Virginia Union University, Richmond, Va.	1935	1930
Louisville Municipal College for Negroes, Louisville, Ky.	1936	1932
The A. & T. College of North Carolina, Greensboro, N. C.	1936	1932
Xavier University, New Orleans, La.	1937	1931
Southern University, Baton Rouge, La.	1937	1932
North Carolina College for Negroes, Durham, N. C.	1937	1931
Dillard University, New Orleans, La.	1937	1936
Kentucky State Industrial College, Frankfort, Ky.	1939	1931
LeMoyne College, Memphis, Tenn.	1939	1932

*Standard Four-Year Colleges—Class "B"*

Institutions in this class do not yet meet one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

	Year Accredited Class "B"
Clark University, Atlanta, Ga.	1931
Paine College, Augusta, Ga.	1931
Tougaloo College, Tougaloo, Miss.	1932
State A. & M. College, Orangeburg, S. C.	1932
Knoxville College, Knoxville, Tenn.	1931
Bishop College, Marshall, Texas.	1931
Morris Brown College, Atlanta, Ga.	1933
Saint Augustine's College, Raleigh, N. C.	1933
Shaw University, Raleigh, N. C.	1933
Tillotson College, Austin, Texas.	1933
Samuel Huston College, Austin, Texas.	1934
Texas College, Tyler, Texas.	1934
The State Teachers College, Montgomery, Ala.	1935

Lane College, Jackson, Tenn.	1935
Livingston College, Salisbury, N. C.	1931
Benedict College, Columbia, S. C.	1936
Georgia State College, Industrial College, Ga.	1940

*Standard Two-Year Junior Colleges—Class "A"*

	Year Accredited	
	Class "A"	Class "B"
The Fort Valley N. & I. School, Fort Valley, Ga.	1934	1933
Barber-Scotia Junior College, Concord, N. C.	1934	1933
State A. & M. Institute, Normal, Ala.	1935	1933
Mary Allen Junior College, Crockett, Texas.	1936	1931

*Standard Two-Year Junior Colleges—Class "B"*

	Year Accredited
	Class "B"
Florida N. & I. Institute, St. Augustine, Fla.	1933
Bethune-Cookman College, Daytona Beach, Fla.	1931
Stillman Institute, Tuscaloosa, Ala.	1937

## APPROVED NEGRO SECONDARY HIGH SCHOOLS

## ALABAMA :

Drewry Practice High School, Talladega  
 Margaret Barber Seminary, Anniston  
 Mobile County Training School, Plateau  
 Snow Hill High School, Snow Hill  
 Southern Normal School, Brewton  
 State A. & M. Institute, High School Department, Normal  
 State Teachers College, High School Department, Montgomery  
 Stillman Institute High School, Tuscaloosa  
 Trinity High School, Athens  
 Tuskegee Institute, High School Department, Tuskegee

## FLORIDA :

Booker T. Washington High School, Miami  
 Florida A. & M. College, High School Department, Tallahassee  
 Edward Waters College, High School Department, Jacksonville

## GEORGIA :

Athens High and Industrial School, Athens  
 Atlanta University Laboratory High School, Atlanta  
 Ballard Normal High School, Macon  
 Booker T. Washington High School, Atlanta  
 Center High School, Waycross  
 Dorchester Academy, McIntosh  
 Douglas High School, Thomasville  
 Fort Valley N. & I. School, High School Department, Fort Valley  
 Georgia N. & A. College, High School Department, Albany  
 Gillespie Selden High School, Cordele  
 Paine College, High School Department, Atlanta

Risley High School, Brunswick  
State Teachers & Agricultural College, High School Department, Forsyth  
W. H. Spencer High School, Columbus

**KENTUCKY :**

Attucks High School, Hopkinsville  
Central Colored High School, Louisville  
Ed Davis High School, Georgetown  
John G. Fee Industrial High School, Maysville  
Lincoln High School, Paducah  
Lincoln-Shelbyville High School, Lincoln Ridge  
Mayo-Underwood High School, Frankfort  
Oliver Street High School, Winchester  
Paul Lawrence Dunbar High School, Lexington  
Western Junior-Senior High School, Owensboro  
William Grant High School, Covington

**LOUISIANA :**

Gilbert Academy, New Orleans  
Sacred Heart High School, Lake Charles  
Southern University, High School Department, Scotlandville  
Xavier University, High School Department, New Orleans

**MISSISSIPPI :**

Alcorn A. & M. College, High School Department, Alcorn  
Southern Christian Institute, High School Department, Edwards  
Tougaloo College, High School Department, Tougaloo

**NORTH CAROLINA :**

Atkins High School, Winston-Salem  
Booker T. Washington High School, Rocky Mount  
Dillard High School, Goldsboro  
Dunbar High School, Lexington  
E. E. Smith High School, Fayetteville  
Hillside Park High School, Durham  
Immanuel Lutheran College, High School Department, Greensboro  
James B. Dudley High School, Greensboro  
Joseph Charles Price High School, Salisbury  
Lincoln Academy, Kings Mountain  
Mary Potter High School, Oxford  
Palmer Memorial Institute, Sedalia  
Second Ward High School, Charlotte  
Stephens-Lee High School, Asheville  
Washington High School, Raleigh  
Washington High School, Reidsville  
William Penn High School, High Point  
Williston Industrial High School, Wilmington

**SOUTH CAROLINA :**

Avery Institute, Charleston  
Booker Washington High School, Columbia  
Finley High School, Chester  
Mather Academy, Camden  
Voorhees N. & I. School, Denmark

## TENNESSEE :

Austin High School, Knoxville  
 Holloway High School, Murfreesboro  
 Howard High School, Chattanooga  
 Morristown N. & I School, High School Department, Morristown  
 Swift Memorial Junior College, High School Department, Rogersville

## TEXAS :

A. J. Moore High School, Waco  
 Anderson High School, Austin  
 Booker T. Washington High School, Houston  
 Booker T. Washington High School, Wichita Falls  
 Charlton-Pollard High School, Beaumont  
 Central High School, Galveston  
 Central High School, Jefferson  
 Central High School, Marshall  
 I. M. Terrell High School, Fort Worth  
 Jack Yates High School, Houston  
 Phyllis Wheatley High School, Houston  
 Phyllis Wheatley High School, San Antonio

## VIRGINIA :

Armstrong High School, Richmond  
 Booker T. Washington High School, Norfolk  
 Christiansburg Industrial Institute, Cambria  
 Dunbar High School, Lynchburg  
 George P. Phenix Training School, Hampton  
 Huntington High School, Newport News  
 Lucy Addison High School, Roanoke  
 Peabody High School, Petersburg

REPORT OF SECRETARY-TREASURER FOR THE YEAR 1939-40  
 GEORGE E. DOMBHART AND COMPANY

*Certified Public Accountants*

COMMERCIAL BANK BUILDING  
 CHARLOTTE, N. C.

March 30, 1940

MR. P. A. ROY, *President*,  
 Southern Association of Colleges and Secondary Schools,  
 Loyola University,  
 New Orleans, Louisiana.

Sir :

Pursuant to instructions, we have examined and audited the books and records of Dr. Shelton Phelps, Secretary-Treasurer of the Southern Association of Colleges and Secondary Schools, for the period from March 19, 1939 to March 25, 1940, and we submit herewith a report of the results of our findings, consisting of the following three Exhibits and five Schedules, which are subject to the comment contained herein :

Exhibit A Balance Sheet as at March 25, 1940

Exhibit B Statement of Operations for Period Ended March 25, 1940

Exhibit C	Treasurer's Cash Account for Period Ended March 25, 1940
Schedule 1	Reconciliation of Cash
Schedule 2	Dues Receivable
Schedule 3	Investments
Schedule 4	Comparison of Budget Requirements with Actual Revenue
Schedule 5	Comparison of Budget Appropriations with Actual Expenditures

#### SCOPE OF AUDIT

The scope of our audit comprised, in general, a detailed checking of cash disbursements during the period from March 19, 1939 to March 25, 1940, as evidenced by paid cancelled vouchers on hand in the office of the Treasurer; a verification of the accounting for receipts shown by the records as having been received during that same period; and a verification of the assets and liabilities of the Association at March 25, 1940, to the extent set forth in the following discussion.

#### BALANCE SHEET (EXHIBIT A)

We have prepared a statement, designated herein as Exhibit A, showing the assets and liabilities of the Southern Association of Colleges and Secondary Schools, which statement, according to the books and records and other information furnished us, sets forth the financial condition of the Association at March 25, 1940.

Reflected in Exhibit A is a surplus of \$48,805.44, which is divided among the several funds, or purposes for which various classes of revenue are intended, as follows:

General Fund	\$ 3,410.87
Committee on Approval of Negro Schools	4,235.06
General Education Board	33,159.51
Permanent Investment Fund	8,000.00
Total Surplus	<u>\$ 48,805.44</u>

#### STATEMENT OF OPERATIONS (EXHIBIT B)

As Exhibit B, we present a statement showing a summary of operations within each specific fund during the period from March 19, 1939 to March 25, 1940. The Statement of Operations exhibit accounts for the surplus balance of \$48,805.44 shown in the balance sheet.

#### TREASURER'S CASH ACCOUNT (EXHIBIT C)

Submitted as Exhibit C is a statement of the cash receipts and disbursements in the office of the Treasurer during the period covered by our audit, which statement we have prepared from records in the office. A summary of cash transactions of the Association during the period from March 19, 1939 to March 25, 1940, is presented as follows:

Cash Balance—March 19, 1939	\$ 10,915.40
Cash Receipts During Year	102,666.71
Total Cash Available	<u>\$ 113,582.11</u>
Cash Disbursements During Year	73,651.67
Cash Balance—March 25, 1940	<u>\$ 39,930.44</u>



## RECONCILIATION OF CASH (SCHEDULE 1)

Cash on deposit with the Peoples Bank and Trust Company, Rock Hill, South Carolina, and with the American Trust Company, Charlotte, North Carolina, was verified by reconciliation of balances shown by the Treasurer's records with the balances shown by certificates which we obtained from the depositories. The several items constituting the reconciliation are set forth in Schedule 1.

## DUES RECEIVABLE (Schedule 2)

Dues for the budget year ending March 31, 1940, and which had not been collected from member and non-member schools at that date, amounted to \$965.00. We have shown in Schedule 2 a list of the unpaid items at the date of our examination, the amounts of which were taken from the records of the Association, but the correctness of which were not verified by correspondence with the debtor schools.

During the course of our examination the following schools made remittance of the amounts contained in Schedule 2:

Florida Southern College  
Louisiana College  
Erskine College  
Sam Houston State Teachers College

## INVESTMENTS (SCHEDULE 3)

United States Treasury bonds, in the aggregate face amount of \$8,000, were held at March 25, 1940, by the Treasurer of the Association. We have listed in Schedule 3, by number and amount, the bonds which were held at the date of our audit in a safe deposit box with the Peoples Bank and Trust Company, Rock Hill, South Carolina. The bonds listed in the Schedule were examined by us.

COMPARISON OF BUDGET REQUIREMENTS WITH ACTUAL REVENUE (SCHEDULE 4)  
COMPARISON OF BUDGET APPROPRIATIONS WITH ACTUAL EXPENDITURES (Schedule 5)

We show in Schedules 4 and 5 a comparison of each item of revenue and expense with the budget provision for it. In order to show the result of budget operations for the period under consideration, we have prepared the following summary:

Revenue Budget	Budget Require- ments	Revenue Realized	Over or Under* Realized
General Fund	\$ 31,838.51	\$ 29,353.97	\$ 2,484.54*
Committee on Approval of Negro Schools Fund	3,500.00	5,171.46	1,671.46
General Education Board Fund	108,075.16	79,166.62	28,908.54*
	<u>\$ 143,413.67</u>	<u>\$ 113,692.05</u>	
Under Realized Budget Requirements			<u>\$ 29,721.62*</u>

Expense Budget	Budget Appropriations	Actual Expense	Over* or Under Expended
General Fund	\$ 31,838.51	\$ 25,943.10	\$ 5,895.41
Committee on Approval of Negro Schools Fund	3,500.00	936.40	2,563.60
General Education Board Fund	108,075.16	46,007.11	62,068.05
	<u>\$ 143,413.67</u>	<u>\$ 72,886.61</u>	
Under Expended Budget Appropriations			<u>\$ 70,527.06</u>
Surplus From Budget Operations			<u>\$ 40,805.44</u>

In reference to the above summary, we call attention to the fact that the budget of the General Education Board applies currently to the period from July 1, 1939 to July 1, 1940, and that supplemental budgets are designed for the expenditure of funds during the summer of 1940. At the date of our audit the revenue and expense budgets of the General Education Board consequently showed unrealized and unexpended balances.

#### COMMENT

In the course of our examination we disclosed the payment of premium for a fidelity bond with the Hartford Accident and Indemnity Company covering faithful performance of office by Dr. Shelton J. Phelps, Treasurer of the Association as follows:

Surety Bond No. 1472577 Premium Paid to April 1, 1940 \$10,000.00

We again direct attention to the fact that the Treasurer is carrying funds on deposit with depositories in excess of the insurance guarantee provided by the Federal Deposit Insurance Corporation. May we again recommend that the officers of the Association consider the advisability of requiring that all deposits in excess of \$5,000 with any one bank be secured by deposit of securities in escrow by that bank, or by other satisfactory security?

The books and records were found to have been well kept during the period covered by our audit.

In conclusion, we wish to express our appreciation for the courtesies extended us during the course of our audit, everyone from whom we requested information having most kindly complied.

Respectfully submitted,

*George E. Dombhart and Company*  
Certified Public Accountants

By GEORGE E. DOMBHART, C. P. A.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
BALANCE SHEET AS AT MARCH 25, 1940

EXHIBIT A

ASSETS

(Schedule 1)

Cash		
In Banks :		
Peoples Bank and Trust Company, Rock Hill, S. C. :		
General Account	\$ 1,964.15	
Special Account	33,731.23	
American Trust Company, Charlotte, N. C.	4,235.06	\$ 39,930.44
Dues Receivable	(Schedule 2)	965.00
Investments	(Schedule 3)	
U. S. Treasury Bonds		8,000.00
Total Assets		<u>\$ 48,895.44</u>

LIABILITIES

Deferred Credits to Income		
Prepaid 1940-1941 Dues :		
Mount St. Joseph Junior College	\$ 40.00	
Tyler Junior College	40.00	
Lago Community High School	10.00	\$ 90.00
Total Liabilities		<u>\$ 90.00</u>

SURPLUS  
(Exhibit B)

Surplus		
General Fund	\$ 3,410.87	
Committee on Approval of Negro Schools Fund	4,235.06	
General Education Board Fund	33,159.51	
Permanent Investment Fund	8,000.00	
Total Surplus		<u>\$ 48,805.44</u>
Total Liabilities and Surplus		<u>\$ 48,895.44</u>

STATEMENT OF OPERATIONS  
MARCH 19, 1939 To MARCH 25, 1940

EXHIBIT B

Revenue for Year	(Schedule 4)	\$ 29,353.97
Expenditures for Year	(Schedule 5)	25,943.10
Net Surplus from Operations		<u>\$ 3,410.87</u>

<b>Committee on Approval of Negro Schools Fund</b>			
Revenue for Year	(Schedule 4)	\$	5,171.46
Expenditures for Year	(Schedule 5)		936.40
Net Surplus from Operations			\$ 4,235.06
<b>General Education Board Fund</b>			
Revenue for Year	(Schedule 4)	\$	79,166.62
Expenditures for Year	(Schedule 5)		46,007.11
Net Surplus from Operations			33,159.51
<b>Permanent Investment Fund</b>			
Surplus from Prior Year		\$	8,000.00
Net Surplus			8,000.00
Total Surplus—All Funds—As Shown by Exhibit A		\$	48,805.44

TREASURER'S CASH ACCOUNT  
MARCH 19, 1939 To MARCH 25, 1940

EXHIBIT C

RECEIPTS

**General Fund**

**Budget Receipts :**

Annual Dues	\$	23,450.00
College Surveys		1,900.00
Inspection Fees—Senior College Applicants		150.00
Sale of Proceedings		398.43
Interest on Investments		246.25
Dividend from Closed Bank		147.03

Total Budget Receipts	\$	26,291.71
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**Other Receipts :**

Dues Receivable—1938-1939	\$	105.00
Prepaid 1940-1941 Dues		90.00
		195.00

Total Receipts—General Fund	\$	26,486.71
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**Committee on Approval of Negro Schools Fund**

**Budget Receipts :**

Transfer from General Fund	\$	500.00
Grant from Julius Rosenwald Fund		1,000.00
Grant from Association of Colleges and Secondary Schools for Negroes		1,500.00
Sale of Office Equipment		30.00

Total Receipts—Committee on Approval of Negro Schools Fund		3,030.00
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## General Education Board Fund

## Budget Receipts :

Commission on Curricular Problems and Research

\$ 73,150.00

Total Receipts—General Education Board Fund \$ 73,150.00

Total Cash Receipts \$ 102,666.71

## Treasurer's Cash Balances—March 19, 1939 :

General Fund \$ 1,992.26

Committee on Approval of Negro Schools Fund 2,141.46

General Education Board Fund 6,781.68 10,915.40

Total \$ 113,582.11

TREASURER'S CASH ACCOUNT  
MARCH 19, 1939 To MARCH 25, 1940

## EXHIBIT C

## DISBURSEMENTS

## General Fund

## Budget Expenditures :

Commission on Institutions of Higher Education \$ 9,399.91

Commission on Secondary Schools 6,664.35

Commission on Curricular Problems and Research 2,351.54

Office of President 40.11

Office of Secretary-Treasurer 810.88

Fraternal Delegates 414.20

Dues—American Council on Education 100.00

Convention Expenses 744.26

Publication of THE SOUTHERN ASSOCIATION

QUARTERLY 4,417.26

Committee on Negro Schools 500.00

Contingent Fund 500.59

Total Budget Expenditures \$ 25,943.10

Total Disbursements—General Fund \$ 25,943.10

## Committee on Approval of Negro Schools Fund

## Budget Expenditures :

Fees and Travel—Inspection Agent \$ 381.92

Clerical Assistance—Inspection Agent 261.40

Travel—Committee 193.01

Other Expenses 100.07

Total Disbursements—Committee on Approval of Negro  
Schools Fund 936.40



## General Education Board Fund

## Budget Expenditures :

Commission on Curricular Problems and Research \$ 46,007.11

## Other Expenditures :

Refund of Unexpended Budget Balances 765.06

Total Disbursements—General Education Board Fund \$ 46,772.17

Total Cash Disbursements \$ 73,651.67

## Treasurer's Cash Balances—March 25, 1940 :

General Fund	\$ 2,535.87	
Committee on Approval of Negro Schools Fund	4,235.06	
General Education Board Fund	33,159.51	39,930.44
Total		\$ 113,582.11

## RECONCILIATION OF CASH

MARCH 25, 1940

## SCHEDULE 1

## Cash in Banks

Peoples Bank and Trust Company, Rock Hill, S. C. :

## General Account :

Balance per Bank Statement \$ 2,819.80

Less—Outstanding Checks :

Number	Amount	Number	Amount
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555	\$ 35.40	583	\$ 40.00
576	65.95	584	25.00
578	49.85	585	25.00
579	50.00	586	500.00
580	5.20	587	40.00
581	15.75	588	3.50
			855.65
			\$ 1,964.15

## Special Account :

Balance per Bank Statement \$ 35,288.09

Less—Outstanding Checks :

Number	Amount	Number	Amount
--------	--------	--------	--------

1	\$ 24.75	10	\$154.84
2	82.95	11	114.85
3	14.95	12	28.00
4	110.91	13	40.00
5	131.74	14	9.89
7	92.89	15	38.35

8	\$ 100.00	16	\$ 39.85				
9	100.00	17	97.89				
		18	375.00	\$ 1,556.86	\$ 33,731.23	\$ 35,695.38	

American Trust Company, Charlotte, N. C. :

Committee on Approval of Negro Schools Account :

Balance per Bank Statement (February 29, 1940)	\$ 3,859.86
Plus—Deposit in Transit	500.00

\$ 4,359.86

Less—Outstanding Checks :

Number	Amount		
214	\$ 43.12		
215	37.35		
216	2.75		
217	41.58	124.80	4,235.06

Cash Balance as Shown by Exhibit A \$ 39,930.44

## DUES RECEIVABLE

MARCH 25, 1940

### SCHEDULE 2

#### Universities and Senior Colleges

Columbia College, Columbia, South Carolina	\$ 65.00	
Emory and Henry College, Emory, Virginia	65.00	
Erskine College, Due West, South Carolina	65.00	
Florida Southern College, Lakeland, Florida	65.00	
Florida, University of, Gainesville, Florida	65.00	
Georgetown College, Georgetown, Kentucky	65.00	
Georgia School of Technology, Atlanta, Georgia	65.00	
Sam Houston State Teachers College, Huntsville, Texas	65.00	\$ 520.00

#### Four-Year Member Colleges on Probation

Louisiana College, Pineville, Louisiana	\$ 65.00	
Richmond, University of, Richmond, Virginia	65.00	130.00

#### Junior Colleges

Kilgore Junior College, Kilgore, Texas	\$ 40.00	
Marion Institute, Marion, Alabama	40.00	
Tennessee Wesleyan College, Athens, Tennessee	40.00	120.00

#### Four-Year Non-Member Colleges

Piedmont College, Demorest, Georgia	\$ 65.00	
Elon College, Elon College, North Carolina	65.00	
Milligan College, Milligan College, Tennessee	65.00	195.00

Total Dues Receivable as Shown by Exhibit A \$ 965.00

INVESTMENTS  
MARCH 25, 1940

SCHEDULE 3

	Bond Number	First Coupon Attached	Amount
3 Per Cent U. S. Treasury Bonds of 1951-1955			
Issued 9-15-31	85518J	9-15-40	\$ 1,000.00
Redeemable after 9-15-51	85519K	9-15-40	1,000.00
	85522B	9-15-40	1,000.00
3½ Per Cent U. S. Treasury Bonds of 1946-1949			
Issued 6-15-31	20099K	6-15-40	5,000.00
Redeemable after 6-15-46			
Total Investments as Shown by Exhibit A			<u>\$ 8,000.00</u>

COMPARISON OF BUDGET REQUIREMENTS WITH ACTUAL REVENUE  
MARCH 19, 1939 To MARCH 25, 1940

SCHEDULE 4

General Fund	Budget Require- ments for Year	Actual Revenue for Year	Over or Under* Realized
Annual Dues			
Senior Colleges	\$ 9,165.00	\$ 9,100.00	\$ 65.00*
Junior Colleges	1,920.00	2,080.00	160.00
Non-Member Colleges	1,235.00	1,235.00	
Secondary Schools	12,050.00	12,080.00	30.00
State Departments	100.00	25.00	75.00*
	<u>\$ 24,470.00</u>	<u>\$ 24,520.00</u>	<u>\$ 50.00</u>
Interest	\$ 246.25	\$ 246.25	
Special Studies:			
College Surveys		1,900.00	
Inspection Fees—Senior College Applicants	2,200.00	150.00	\$ 150.00*
Sale of Bonds	3,000.00		3,000.00*
Sale of Proceedings		398.43 <sup>1</sup>	398.43
Dividend from Closed Bank		147.03	147.03
Surplus from Prior Year	1,922.26	1,992.26	70.00
Totals—General Fund	<u>\$ 31,838.51</u>	<u>\$ 29,353.97</u>	<u>\$ 2,484.54*</u>

<sup>1</sup> Proceedings sold, except for year prior to 1937, are net income from the QUARTERLY and serve to reduce the expense of that publication.—EDITOR.

## SCHEDULE 4—Continued

General Fund	Budget Require- ments for Year	Actual Revenue for Year	Over or Under* Realized
Committee on Approval of Negro Schools Fund			
Julius Rosenwald Fund	\$ 1,500.00	\$ 1,000.00	\$ 500.00*
Association of Colleges and Second- ary Schools for Negroes	1,500.00	1,500.00	
Southern Association of Colleges and Secondary Schools	500.00	500.00	
Sale of Office Equipment		30.00	30.00
Surplus from Prior Year		2,141.46	2,141.46
Totals—Committee on Ap- proval of Negro Schools Fund	\$ 3,500.00	\$ 5,171.46	\$ 1,671.46
General Education Board Fund			
Commission on Curricular Problems and Research			
1938-39 Budget	\$ 24,000.00	\$ 24,000.00	
Less—Revenue Received in Prior Year	18,000.00	18,000.00	
	\$ 6,000.00	\$ 6,000.00	
Less—Revenue Applied to 1939-1940 Budget		3,796.03	\$ 3,796.03*
	\$ 6,000.00	\$ 2,203.97	\$ 3,796.03*
1939-1940 Budget	\$ 24,000.00	\$ 24,000.00	
Plus—Revenue Provided from 1938-1939 Budget	3,796.03	3,796.03	
	\$ 27,796.03	\$ 27,796.03	
Supplementary Budget for Con- ference at University of North Carolina:			
July-August, 1939	\$ 17,500.00	\$ 17,500.00	
Less—Refund of Unexpended Balance		500.23	\$ 500.23*
	\$ 17,500.00	\$ 16,999.77	\$ 500.23*
Supplementary Budgets Under Grant of December 18, 1939:			
Item I. Southern Association Summer Conference, 1940	\$ 17,500.00	\$ 8,750.00	\$ 8,750.00*

## SCHEDULE 4—Continued

General Fund	Budget Require- ments for Year	Actual Revenue for Year	Over or Under* Realized
Item II. Pre-Session Conferences	\$ 2,500.00	\$ 1,250.00	\$ 1,250.00*
Item III. Cooperating Summer Conference	15,000.00	7,500.00	7,500.00*
Item IV. Extension of Study to Institutions for Edu- cation of Teachers and Leaders	15,000.00	7,500.00	7,500.00*
	<u>\$ 50,000.00</u>	<u>\$ 25,000.00</u>	<u>\$ 25,000.00*</u>
Conference—University of Ten- nessee	<u>\$ 650.00</u>	<u>\$ 650.00</u>	
Surplus from Prior Years			
1937-1938 Budget		<u>\$ 652.55</u>	<u>\$ 652.55</u>
1938-1939 Budget:			
Grants-In-Aid	\$ 1,700.00	\$ 1,700.00	
Less—Refund of Unexpended Balance		264.83	\$ 264.83*
	<u>\$ 1,700.00</u>	<u>\$ 1,435.17</u>	<u>\$ 264.83*</u>
Commission on Curricular Prob- lems and Research	4,429.13	4,429.13	
	<u>\$ 6,129.13</u>	<u>\$ 5,864.30</u>	<u>\$ 264.83*</u>
Totals—General Educa- tion Board Fund	<u>\$ 108,075.16</u>	<u>\$ 79,166.62</u>	<u>\$ 28,908.54*</u>
Totals—All Funds	<u>\$ 143,413.67</u>	<u>\$ 113,692.05</u>	<u>\$ 29,721.62*</u>

COMPARISON OF BUDGET APPROPRIATIONS WITH ACTUAL  
EXPENDITURES

MARCH 19, 1939 To MARCH 25, 1940

## SCHEDULE 5

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Commission on Institutions of Higher Education			
Meeting of Commission on Trien- nial Reports	\$ 300.00	\$ 310.58	\$ 10.58*



## SCHEDULE 5—Continued

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Meeting of Commission on Junior			
College Standards	\$ 300.00	\$ 51.77	\$ 248.23
College Studies	1,900.00	1,621.63	278.37
Contingent	400.00	60.00	340.00
	<u>\$ 2,900.00</u>	<u>\$ 2,043.98</u>	<u>\$ 856.02</u>
Office of Executive Secretary :			
Salary—Executive Secretary	\$ 4,800.00	\$ 4,800.00	
Secretarial Expense	1,400.00	1,400.00	
Extra Secretarial Expense	200.00	45.03	\$ 154.97
Report Forms and Printing	200.00	35.40	164.60
Supplies	300.00	224.46	75.54
Travel—Executive Secretary	1,000.00	851.04	148.96
	<u>\$ 7,900.00</u>	<u>\$ 7,355.93</u>	<u>\$ 544.07</u>
Totals—Commission on Institutions of Higher Education	<u>\$ 10,800.00</u>	<u>\$ 9,399.91</u>	<u>\$ 1,400.09</u>
Commission on Secondary Schools			
Printing Annual Report Blanks	\$ 150.00	\$ 56.25	\$ 93.75
Stamps	50.00	45.00	5.00
Express	40.00	20.78	19.22
Certification of Schools	125.00	75.69	49.31
Secretarial Hire	500.00	132.00	368.00
Stationery for Secretary	50.00	19.48	30.52
Telegrams, Telephone, and Tolls	25.00		25.00
Convention Expenses (Memphis)	100.00	98.00	2.00
Travel for Making Program	150.00		150.00
Standing Committee on Standards	75.00	34.39	40.61
Inspection of Secondary Schools in States of the Association	6,000.00	6,000.00	
Committee on Library	100.00		100.00
National Committee on Coördina- tion in Secondary Education	100.00		100.00
Substitute for College Freshman Grades Report	500.00	182.76	317.24
Special Sub-Committee of the As- sociation on Evaluation	500.00		500.00
Contingent or Special Fund	500.00		500.00
	<u>\$ 8,965.00</u>	<u>\$ 6,664.35</u>	<u>\$ 2,300.65</u>
Totals—Commission on Secondary Schools	<u>\$ 8,965.00</u>	<u>\$ 6,664.35</u>	<u>\$ 2,300.65</u>

SCHEDULE 5—*Continued*

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Commission on Curricular Problems and Research			
Travel for Commission	\$ 2,000.00	\$ 1,528.29	\$ 148.46
Supplies		209.80	
Conferences		113.45	
Contingent—Salary of Director		500.00	
Totals—Commission on Curricular Problems and Research	\$ 2,500.00	\$ 2,351.54	\$ 148.46
Office of President	\$ 100.00	\$ 40.11	\$ 59.89
Office of Secretary-Treasurer			
Salary of Secretary		\$ 300.00	
Clerical Assistants		300.00	
Office Supplies and Postage		125.88	
Bond for Treasurer		25.00	
Auditing		60.00	
Totals—Office of Secre- tary-Treasurer	\$ 850.00	\$ 810.88	\$ 39.12
Fraternal Delegates	\$ 250.00	\$ 414.20	\$ 164.20*
Dues—American Council on Edu- cation	\$ 100.00	\$ 100.00	
Convention Expenses			
Memphis Meeting—1939		\$ 645.16	
Atlanta Meeting—1940		99.10	
Totals—Convention Ex- penses	\$ 1,200.00	\$ 744.26	\$ 455.74
Publication of THE SOUTHERN ASSO- CIATION QUARTERLY (Not includ- ing February, 1940, Issue)	\$ 4,915.40	\$ 4,417.26	\$ 498.14
Committee on Negro Schools	\$ 500.00	\$ 500.00	
Contingent Fund			
Travel—Executive Committee		\$ 333.04	
Sundry Expenses		167.55	
	\$ 1,658.11	\$ 500.59	\$ 1,157.52
Totals—General Fund	\$ 31,838.51	\$ 25,943.10	\$ 5,895.41

SCHEDULE 5—*Continued*

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Committee on Approval of Negro Schools Fund			
Fees and Travel—Inspection Agent	\$ 1,500.00	\$ 381.92	\$ 1,118.08
Clerical Assistance—Inspection Agent	1,200.00	261.40	938.60
Travel—Committee	500.00	193.01	306.99
Other Expenses			
Supplies		75.07	
Postage		25.00	
	<hr/> \$ 300.00	<hr/> \$ 100.07	<hr/> \$ 199.93
Totals—Committee on Approval of Negro Schools Fund	<hr/> \$ 3,500.00	<hr/> \$ 936.40	<hr/> \$ 2,563.60
General Education Board Fund			
Commission on Curricular Problems and Research: 1938-1939 Budget			
Salary of Director	\$ 4,500.00	\$ 4,500.00	
Salaries of Consultants	7,500.00	8,403.30	\$ 903.30*
Conference—Salaries	1,800.00		1,800.00
—Travel	1,200.00		1,200.00
Instructional Supplies	500.00	83.88	416.12
Travel for Staff—Director	1,800.00	1,983.43	183.43*
—Consultants	2,000.00	4,174.58	2,174.58*
Office Rent	1,200.00	183.00	1,017.00
Secretarial Help	1,500.00	688.03	811.97
Supplies	500.00	187.75	312.25
Contingent Fund	1,500.00		1,500.00
Totals	<hr/> \$ 24,000.00	<hr/> \$ 20,203.97	<hr/> \$ 3,796.03
Less—Expenditures Dur- ing Prior Year	<hr/> 13,570.87	<hr/> 13,570.87	
Totals—Commission on Curricular Problems and Research: 1938- 1939 Budget	<hr/> \$ 10,429.13	<hr/> \$ 6,633.10	<hr/> \$ 3,796.03
Commission on Curricular Problems and Research: 1939-1940 Budget			
Salary of Director	\$ 4,500.00	\$ 3,375.00	\$ 1,125.00
Salaries of Assistant Supervisors	11,000.00	8,236.26	2,763.74
Salaries of Assistant Supervisors (Unexpended Balance)	3,300.00		3,300.00
Travel—Director	1,800.00	1,258.67	541.33
Travel—Assistant Supervisors	3,000.00	4,635.75	1,635.75*

## SCHEDULE 5—Continued

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Travel—Assistant Supervisors (Unexpended Balance)	\$ 496.03		\$ 496.03
Conferences with Aid of Consultants	1,200.00		1,200.00
Office Rent	200.00	\$ 160.00	40.00
Secretarial Help and Supplies	1,300.00	669.21	630.79
Contingent Fund	1,000.00	425.00	575.00
Totals—Commission on Curricular Problems and Research: 1939- 1940 Budget	<u>\$ 27,796.03</u>	<u>\$ 18,759.89</u>	<u>\$ 9,036.14</u>
Commission on Curricular Problems and Research—Supplementary Budget for Conference at Uni- versity of North Carolina—July- August, 1939			
Salaries for Instructional Staff	\$ 6,125.00	\$ 5,295.00	\$ 830.00
Secretarial Help	350.00	590.00	240.00*
Supplies	450.00	192.02	257.98
Supplies for Materials Bureau, In- cluding Library	700.00	332.04	367.96
Expenses of Principals and Teach- ers Attending Conference	8,245.00	8,245.00	
Contingent Fund—Including Two Workshops	1,630.00	2,345.71	715.71*
Totals—Commission on Curricular Problems and Research—1939 Supplementary Budget	<u>\$ 17,500.00</u>	<u>\$ 16,999.77</u>	<u>\$ 500.23</u>
Commission on Curricular Problems and Research—Supplementary Budgets Under Grant of De- cember 18, 1939			
Item 1: Southern Association Summer Conference of 1940— Salaries of Administrative and Instructional Staffs			
Meeting of Staff Prior to Con- ference	\$ 7,200.00		\$ 7,200.00
Secretarial Help	400.00		400.00
Supplies	400.00		400.00
Supplies for Materials Bureau	250.00		250.00
	600.00		600.00

## SCHEDULE 5—Continued

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
Expenses of Principals and Teachers Attending Confer- ence	\$ 7,128.00		\$ 7,128.00
Contingent	1,522.00		1,522.00
	<hr/> \$ 17,500.00		<hr/> \$ 17,500.00
Item 2: Pre-Session Conferences September, 1940:			
Staff Service	\$ 1,600.00		\$ 1,600.00
Travel and Expenses	750.00		750.00
Contingent	150.00		150.00
	<hr/> \$ 2,500.00		<hr/> \$ 2,500.00
Item 3: Coöperating Summer Conferences for 1940:			
University of Alabama	\$ 3,000.00		\$ 3,000.00
University of Florida and Flor- ida State College for Women	2,000.00		2,000.00
Georgia State College for Women	1,500.00		1,500.00
University of Kentucky	1,000.00		1,000.00
George Peabody College	1,000.00		1,000.00
University of Tennessee	3,000.00		3,000.00
North Texas State Teachers College	2,000.00		2,000.00
College of William and Mary	1,500.00		1,500.00
	<hr/> \$ 15,000.00		<hr/> \$ 15,000.00
Item 4: Extension of Study to In- stitutions for Education of Teachers and Leaders— Conferences of Coöperating In- stitutions:			
University of Alabama	\$ 750.00		\$ 750.00
University of Florida	750.00		750.00
Florida State College	750.00		750.00
Georgia State Women's College	1,125.00		1,125.00
University of Kentucky	1,258.33		1,258.33
Peabody College	425.00		425.00
University of Tennessee	500.00		500.00
North Texas State Teachers College	375.00		375.00
College of William and Mary	750.00		750.00



SCHEDULE 5—*Continued*

General Fund	Budget Appropriations for Year	Actual Expenditures for Year	Over* or Under Expended
General Conferences of Staff Groups from Coöperating Institutions and Southern Study Staff	2,000.00	\$ 1,529.18	470.82
Local Staff Conferences :			
University of Alabama	100.00		100.00
University of Florida and Florida State College	300.00		300.00
Georgia State Women's College	200.00		200.00
University of Kentucky	325.00		325.00
University of Tennessee	100.00		100.00
North Texas State Teachers College	500.00		500.00
College of William and Mary	300.00		300.00
School Visitations at Coöperat- ing Institutions :			
University of Alabama	350.00		350.00
Georgia Womans College	200.00		200.00
University of Tennessee	100.00		100.00
College of William and Mary	150.00		150.00
Inauguration of Graduate Study in Two Southern Institutions	3,691.67		3,691.67
	<hr/> \$ 15,000.00	<hr/> \$ 1,529.18	<hr/> \$ 13,470.82
Grants In Aid			
1938-1939 Budget	\$ 2,529.00	\$ 2,264.17	\$ 264.83
Less—Expenditures During Prior Year	829.00	829.00	
	<hr/> \$ 1,700.00	<hr/> \$ 1,435.17	<hr/> \$ 264.83
Conference—University of Tennessee	\$ 650.00	\$ 650.00	
Totals—General Educa- tion Board Fund	<hr/> \$ 108,075.16	<hr/> \$ 46,007.11	<hr/> \$ 62,068.05
Totals—All Funds	<hr/> \$ 143,413.67	<hr/> \$ 72,886.61	<hr/> \$ 70,527.06

# The Commission on Secondary Schools

*Organized in April, 1912*

The Commission on Secondary Schools was created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911. It was organized at Nashville, Tennessee, April, 1912, with Joseph S. Stewart, Chairman, and Bert E. Young, Secretary. Its first annual meeting was held at Spartanburg, South Carolina, November, 1912. A complete list of the officers and meeting-places appears on page 62 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. The meetings and officers since 1927 have been as follows :

1928—Fort Worth, Texas. J. A. Stoddard, Chairman ; Joseph Roemer, Secretary.

1929—Lexington, Kentucky. E. J. Mathews, Chairman ; Joseph Roemer, Secretary.

1930—Atlanta, Georgia. J. C. Harwood, Chairman ; Joseph Roemer, Secretary.

1931—Montgomery, Alabama. M. E. Ligon, Chairman ; Joseph Roemer, Secretary.

1932—New Orleans, Louisiana. J. Henry Highsmith, Chairman ; Joseph Roemer, Secretary.

1933—Nashville, Tennessee. W. A. Bass, Chairman ; Joseph Roemer, Secretary.

1934—Atlanta, Georgia. M. R. Hinson, Chairman ; Joseph Roemer, Secretary.

1935—Louisville, Kentucky. S. B. Hathorn, Chairman ; Joseph Roemer, Secretary.

1936—Richmond, Virginia. W. R. Smithey, Chairman ; Frank C. Jenkins, Secretary.

1938—Dallas, Texas. Edward Conradi, Chairman ; Frank C. Jenkins, Secretary.

1939—Memphis, Tennessee. T. J. Dempsey, Jr., Chairman ; Frank C. Jenkins, Secretary.

1940—Atlanta, Georgia. J. W. O'Banion, Chairman ; Frank C. Jenkins, Secretary.

## OFFICERS 1940

Chairman : Gladstone H. Yeuell, Head of Department of Secondary Education, University of Alabama, University, Alabama.

Vice Chairman : J. W. O'Banion, Director of Supervision, State Department of Education, Austin, Texas.

Secretary : Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

## MEMBERS

## ALABAMA

*Term  
Expires  
December*

W. L. Spencer, Chairman, Director of Secondary Education, State Department of Education, Montgomery	* 1942
James A. Davis, Principal, Bessemer High School, Bessemer	1940
J. M. Malone, Birmingham-Southern College, Birmingham	1941
Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa	1941
L. H. Baer, Marion Institute, Marion	1942
James Chrietzbarg, Principal, Holtville High School, Deatsville	1942

## FLORIDA

†G. C. Roberts, Chairman, Principal, Putnam County High School, Palatka	1940
Father Ernest, St. Leo Academy, St. Leo	1941
Vivian Gaither, Principal, Hillsborough High School, Tampa	1941
M. R. Hinson, Florida State College for Women, Tallahassee	1941
W. R. Thomas, Principal, Senior High School, Miami	1941
Paul Eddy, State Department of Public Instruction, Tallahassee	1942
J. H. Wise, University of Florida, Gainesville	1942

## GEORGIA

J. Harold Saxon, Chairman, State High School Inspector, University of Georgia, Athens	1940
Mark A. Smith, Superintendent of Robert E. Lee Institute, Thomaston	1940
W. W. Stancil, Superintendent of City Schools, Fitzgerald	1940
Father P. H. Dagneau, Marist College, Atlanta	1942
J. G. Stipe, Emory University, Atlanta	1942
M. E. Thompson, State Department of Education, Atlanta	1942

## KENTUCKY

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington	1940
J. L. Cobb, Newport High School, Newport	1940
T. A. Hendricks, Dean, Berea College, Berea	1940

\* If meeting should be changed to spring, the date of expiration would become March, 1943, or whatever the month of meeting for the school year 1942-43. The terms of members of all commissions expire with the adjournment of the annual meeting held in the academic year for which the term is due to expire.—EDITOR.

† See "Members-at-Large," page 248.

W. S. Milburn, Principal, Male High School, Louisville	1941
Mark Godman, State Supervisor of High Schools, State Department of Education, Frankfort	1942
C. M. Shutt, Berea Academy, Berea	1942

## LOUISIANA

*R. E. Chaplin, Chairman, Principal Lafayette High School, Lafayette	1941
J. M. Boyet, Principal, Vinton High School, Vinton	1940
B. F. Mitchell, Professor of Secondary Education, Louisiana State University, Baton Rouge	1940
I. C. Strickland, Mansfield High School, Mansfield	1940
C. L. Barrow, State High School Supervisor, State Department of Education, Baton Rouge	1942
Reverend Joseph B. Bassich, S.J., Loyola University	1942
Father Joseph C. Mulhern, S.J., Principal, Jesuit High School, New Orleans	1942

## MISSISSIPPI

E. R. Jobe, Chairman, State High School Supervisor, State Department of Education, Jackson	1942
W. H. Braden, Superintendent, Natchez Public Schools, Natchez	1940
R. J. Koonce, Superintendent, Yazoo City Schools, Yazoo City	1941
W. H. Sumrall, Dean, Mississippi College, Clinton	1942
J. W. Kennedy, Principal, Chamberlain-Hunt Academy	1942
W. H. Zeigel, Delta State Teachers College, Cleveland	1942

## NORTH CAROLINA

J. Henry Highsmith, Chairman, State Department of Education, Raleigh	1941
G. B. Phillips, University of North Carolina, Chapel Hill	1940
P. A. Reid, Principal, Needham Broughton High School, Raleigh	1940
J. H. Rose, Superintendent, Greenville City Schools, Greenville	1941
W. P. Few, President, Duke University, Durham	1942
W. C. Pressly, Peace Junior College, Raleigh	1942

## SOUTH CAROLINA

J. McTyeire Daniel, Chairman, University of South Carolina, Columbia	1941
W. E. Black, Superintendent, Greenwood City Schools, Greenwood	1940
W. D. Nixon, State High School Supervisor, State Department of Education, Columbia	1941
M. B. Wilson, Principal, Spartanburg High School, Spartanburg	1941
E. C. Hunter, Converse College, Spartanburg	1942
Mary V. McBee, Ashley Hall, Charleston	1942

\* See "Members-at-Large," page 248.

## TENNESSEE

R. R. Vance, Chairman, State High School Supervisor, State Department of Education, Nashville	1941
P. L. Palmer, Professor of Secondary Education, University of Chattanooga, Chattanooga	1940
Sue M. Powers, Superintendent, Shelby County Schools, Memphis	1941
R. F. Thomason, Registrar, University of Tennessee, Knoxville	1941
Ernest C. Ball, Superintendent, Memphis City Schools, Memphis	1942
William R. Webb, Headmaster, Webb School, Bell Buckle	1942

## TEXAS

J. W. O'Banion, Chairman, Chief Supervisor of High Schools, State Department of Education, Austin	1941
E. N. Jones, Dean, Baylor University, Waco	1940
Tirey Wilemon, Principal, Waxahachie High School, Waxahachie	1940
J. J. Delaney, Schreiner Institute, Kerrville	1941
J. G. Umstattd, University of Texas, Austin	1941
T. Q. Srygley, Assistant Superintendent, Port Arthur Schools, Port Arthur	1942

## VIRGINIA

George J. Oliver, Chairman, State Supervisor Secondary Education, State Department of Education, Richmond	1942
A. B. Bristow, Principal, Matthew Fontaine Maury High School, Norfolk	194k
A. M. Jarman, University of Virginia, Charlottesville	1941
H. I. Willett, Principal, Cradock School, Portsmouth	1941
Walter Flick, Washington and Lee University, Lexington	1942
John C. Boggs, Principal, Randolph-Macon Academy, Front Royal	1942

## MEMBERS-AT-LARGE

W. A. Bass, Superintendent, Nashville City Schools, Nashville, Tennessee	1940
Laurie H. Battle, Superintendent, Douglas High School, Douglas, Georgia	1940
H. D. Fillers, Superintendent, Wichita Falls, Texas	1940
Paul Irvine, Professor of Secondary Education, Alabama Polytechnic Institute, Auburn, Alabama	1940
G. C. Roberts, Principal, Putnam County High School, Palatka	1940
J. M. Smyth, Superintendent, Canton City Schools, Canton, Mississippi	1940
J. S. Agnew, Superintendent, Bennettsville School, Bennettsville, South Carolina	1941
T. D. Brooks, Dean, A. & M. College, College Station, Texas	1941
R. E. Chaplin, Principal, Lafayette High School, Lafayette Louisiana	1941



- A. B. Crawford, Principal, Lafayette High School, Lexington, Kentucky 1941  
 W. H. Plemmons, Principal, Lee H. Edwards High School, Asheville, North Carolina 1941  
 J. D. Riddick, Principal, Jefferson Senior High School, Roanoke, Virginia 1941

## STANDING COMMITTEES

## I. PROGRAM

Gladstone H. Yeuell, Chairman; J. W. O'Banion, Frank C. Jenkins

## II. STANDARDS

E. R. Jobe, Chairman; Father Ernest, W. D. Nixon, J. G. Stipe, Sue M. Powers

## III. CENTRAL REVIEWING COMMITTEE FOR PUBLIC SECONDARY SCHOOLS

## ONE YEAR

South Carolina, W. D. Nixon	Texas, J. W. O'Banion
Tennessee, R. R. Vance, Chairman	Virginia, George J. Oliver

## TWO YEARS

Alabama, W. L. Spencer	Florida, G. C. Roberts
	Georgia, J. Harold Saxon

## THREE YEARS

Kentucky, Mark Godman	Louisiana, Rev. Joseph B. Bassich
Mississippi, E. R. Jobe	North Carolina, J. Henry Highsmith

## IV. CENTRAL REVIEWING COMMITTEE FOR PRIVATE SECONDARY SCHOOLS

## COLLEGE REPRESENTATIVES

*One Year*

Alabama, Gladstone H. Yeuell

*Two Years*

Florida, M. R. Hinson	Texas, J. G. Umstattd
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*Three Years*

Georgia, J. G. Stipe, Chairman	North Carolina, W. C. Pressly
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## PRIVATE SCHOOL REPRESENTATIVES

*Two Years*

Louisiana, Father Joseph C. Mulhern	South Carolina, Mary V. McBee
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*Three Years*

Tennessee, Wm. R. Webb

Virginia, John C. Boggs

## MEMBERS-AT-LARGE

*One Year*

Kentucky, M. E. Ligon

Mississippi, W. H. Braden

## ROUTINE COMMITTEES\*

## I. AUDITING

H. D. Fillers, Chairman ; R. E. Chaplin, M. E. Ligon, Father Ernest, R. R. Vance

## II. BUDGET

J. G. Stipe, Chairman, J. J. Delancy, R. J. Koonce, Sue Powers

## III. RESOLUTIONS

B. F. Mitchell, Chairman ; Father P. H. Dagneau, W. H. Sumrall, Holland Holton, E. C. Dodd

## IV. NOMINATIONS

E. R. Jobe, Chairman ; Mark Godman, Father Mulhern, R. F. Thomason, J. M. Malone

## SPECIAL COMMITTEES\*

## I. COMMITTEE ON USE OF THE EVALUATIVE CRITERIA OF THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

M. E. Ligon, Chairman ; W. L. Spencer, J. Harold Saxon, Father Joseph C. Mulhern, R. J. Koonce, J. Henry Highsmith, W. D. Nixon, Sue M. Powers, H. D. Fillers, A. D. Bristow

## II. COMMITTEE ON COLLEGE FRESHMAN ACHIEVEMENT

Paul L. Palmer, Chairman ; R. F. Thomason, A. B. Crawford, L. H. Battle, G. J. Oliver

## III. COMMITTEE TO STUDY HIGH SCHOOL AND COLLEGE GUIDANCE AND PERSONNEL RELATIONS

J. M. Smyth, Chairman ; R. F. Thomason, James Chrietberg

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\* Terms of routine committees expired with the adjournment of the Atlanta meeting ; the special committees continue through the current year.

# Report of the Commission on Secondary Schools

By FRANK C. JENKINS, *Secretary*

## MEETING OF TUESDAY MORNING, APRIL 9, 1940

The twenty-eighth annual meeting of the Commission on Secondary Schools was called to order by the Chairman, J. W. O'Banion, at nine-thirty A.M., Tuesday, April 9, 1940, in the ballroom of the Atlanta Biltmore Hotel, Atlanta, Georgia.

The meeting was opened with three choral numbers by the Boys' High School Glee Club under the direction of Mr. Douglas Rumble, Jr. The devotional was conducted by Father P. H. Dagneau of Marist College.

## READING OF THE MINUTES

A motion was made and prevailed that the reading of the minutes of the last meeting be dispensed with since they may be found in the SOUTHERN ASSOCIATION QUARTERLY. (See issue for May, 1939, pages 255 to 288.)

## ADDRESSES

The remainder of the morning program consisted of two addresses, the appointment of committees, and announcements. The opening address was made by Dr. Harmon W. Caldwell, President of the University of Georgia. He spoke on the subject, "A Unified Philosophy of Education Dealing with the Prevention of Crime and the Promotion of Democratic Ideals." Dr. Caldwell placed emphasis on the need for the kind of education that fits boys and girls for worthy living in a democratic society. His address will appear in a later number of the QUARTERLY.

Immediately following Dr. Caldwell's address, a number of interesting and challenging statements were made by Dr. J. Henry Highsmith of North Carolina and Dr. H. M. Ivy, Superintendent of Schools, Meridian, Mississippi, concerning the progress and future of the work with Negro secondary schools in the South.

The second address of the morning was made by Dr. John R. McLure, Professor of School Administration and Director of Summer School, University of Alabama. Dr. McLure spoke on the subject, "Some Observations Relating to the Organization and Promotion of Programs of Curriculum Study and Revision in the South." He discussed this subject under three main headings: first, "Some Basic Factors Influencing the Organization and Promotion of Curriculum Programs"; second, "The Unique Place of the Southern Association Study in our Curriculum Movement"; and third, "Some Suggestions for the Improvement of our Organization for Curriculum

Work." The full address will appear in a later number of the *QUARTERLY*. Attention is called, however, to two recommendations and a suggestion made by Dr. McLure. The recommendations were (1) to call in, when needed, specialists in such fields as nutrition and health, play and recreation, child growth and development; and (2) ". . . associating with our curriculum work the professor of economics, the professor of sociology, the professor of political science, the professors in various scientific fields, and other students of so-called subject-matter areas in the social and natural sciences, in the arts, and in the vocations. We must associate with us students of conditions and problems relating to agriculture and rural life, industry and urban life, and to commerce and business." A final suggestion made by Dr. McLure follows:

"We need a southwide agency for the assembling and organizing of facts and for the production of materials for use in our schools. The participants in such a regional agency must be selected in such a manner that it will be clear to all that no undue political, social, and economic bias is represented. Likewise, it is absolutely essential that no one agency or organization, public or private, be given a preponderance of representation in the agency. There is no organization in the South which is in better position to initiate a movement for such an agency than the Southern Association of Colleges and Secondary Schools. We shall need other groups, state and local, working on problems of peculiar importance and significance to them. Such state and local groups would also function in the work of adapting materials for use in our schools.

"In such an undertaking, we must have the help of all persons and agencies whose business it is to try to know and understand the basic social and economic conditions and resources of our Southern region. No one type of organization, agency, or institution is sufficient to solve either the problems of agriculture and rural life, the problems of industry and urban life, or the problems of education."

#### ROUTINE COMMITTEES

At the conclusion of the morning program, the Chairman announced the appointment of the following routine committees:

##### I. AUDITING

H. D. Fillers, Chairman; R. E. Chaplin, M. E. Ligon, Father Ernest, R. R. Vance

##### II. BUDGET

J. G. Stipe, Chairman; J. J. Delaney, R. J. Koonce, Sue Powers

##### III. RESOLUTIONS

B. F. Mitchell, Chairman; Father P. H. Dagneau, W. H. Sumrall, Holland Holton, E. C. Dodd

##### IV. NOMINATIONS

E. R. Jobe, Chairman; Mark Godman, Father Mulhern, R. F. Thomason, J. M. Malone

## MEETING OF TUESDAY AFTERNOON, APRIL 9, 1940

The session was called to order by Chairman O'Banion at two o'clock, Tuesday, April 9, 1940. The program for the afternoon consisted of three reports, a round-table discussion, and an address.

## REPORT ON THE SOUTHERN ASSOCIATION QUARTERLY

Dr. Holland Holton, Chairman of the Department of Education, Duke University, presented the following report as Editor of the SOUTHERN ASSOCIATION QUARTERLY:

## FINANCIAL REPORT

Payments Made March 25, 1939-April 2, 1940

## EXPENSES

To repay advances by Duke University Press for publishing and mailing QUARTERLY (including reprints):

January 31, 1940 (May, August, November, 1939 issues)	\$ 3,193.18	
April 3, 1940 (February, 1940, issue)	727.14	\$ 3,920.32

Clerical Help (for periods indicated):

April 4-July 1, 1939	\$ 20.00	
April 4-September 30, 1939	64.50	
August 22-August 23, 1939	3.33	
September 2-September 6, 1939	11.20	
October 1-November 23, 1939	11.25	
October 9-January 31, 1940	56.00	
February 1-April 3, 1940	28.00	194.28

Office Supplies	47.15
Stamps	56.00

Total Expenses \$ 4,217.75

## RECEIPTS

Paid Subscriptions, Single Copies, and Reprints:

March 19, 1939-January 31, 1940	\$ 159.48
February 1, 1940-April 2, 1940	54.35

Total Receipts 213.83

\$ 4,003.92

Less: Deduction for overpayment in settlement of March 18, 1939 .02

Net Expenses \$ 4,003.90



## SUPPLEMENTARY STATEMENT TO FINANCIAL REPORT

The appropriation for the SOUTHERN ASSOCIATION QUARTERLY as of April, 1939, was \$4,000. There is thus an apparent deficit of \$3.90. This will be enlarged to approximately \$10.00 by items of postage and expense of reprints and bound volumes of Proceedings sent to the Secretary of the Association and other officers for this meeting. On the other hand, sale of bound volumes and miscellaneous materials will probably wipe out this nominal deficit.

For the three and one-quarter years since the QUARTERLY has been in operation, the total appropriations for it have been \$14,500; the total net expenditures (that is, expenditures less receipts from sales of subscriptions, single copies, and reprints) have been \$11,545.50; and the savings over estimates have been \$2,954.50.

The appropriation for the first year was \$5,000 plus an additional allowance of \$500 to care for the extra number thrown into the year by postponing the meeting of the Association until the end of March, 1938. The appropriation for the second year was \$5,000. At the meeting last year, it was evident that the QUARTERLY could be published for approximately \$4,000 and the appropriation was cut accordingly. The expenditures for the first year were \$4,798.85, leaving a balance of \$701.15 of the appropriated \$5,500. The net expense for the second year was \$3,697.96, leaving a balance of \$1,302.04 of the appropriated \$5,000, although approximately \$50.00 of bills were inadvertently carried forward into this year.

It is reasonably apparent now that under present conditions the publication can be issued at an expense of approximately \$4,000. This amount is recommended for 1940-41. It will be observed, by those taking the trouble to compare Volume III (1939) with Volume II (1938), that Volume III represented about 120 pages, or 25 per cent, more printed matter than Volume II. This expansion was due chiefly to the radio addresses published in the August QUARTERLY, 1939. There should, however, be no marked expansion in size for Volume IV.

Attention is called to the fact that the Association is meeting a week later than last year. The May number came out just as promptly last year as seemed humanly possible to get it from the press, but there were many inconveniences caused by its lateness in coming out. The May number this year will be later still if any secretary of any Commission or the Secretary-Treasurer of the Association is delayed in getting copy together. It might help some with the irritations occasioned by delay in publishing proceedings if member colleges would remember that graduates from high schools dropped this April are still eligible for admission on the basis of the standing of those schools up to this time. If it is really of vital importance for the proceedings of the current year to be available early in the spring, then the only solution I see is to move back the meeting in order to give time for printing the proceedings.

Two minor innovations were made in the QUARTERLY this year. The proceedings number was issued in different colored cover for convenience in picking it from the shelf, and the Constitution and Standards were printed in larger type than had been used for several years.

The open forum discussion on issues before the Association, announced in August and published in November and February, aroused gratifying interest and response, and considerable friendly comment. It is hoped that the forum idea can be continued from year to year.

The editor announced his resignation in the February number. He accepted the appointment as an emergency matter in December, 1936, foreseeing at the time that he would probably have to continue for two years, in order to get normal routine and ordinary details of policy established. Those who read carefully his report at

Memphis a year ago can see that at the time of writing that report he expected to turn the *QUARTERLY* over to other hands. When the movement to abolish the *QUARTERLY*, however, arose, he felt it fair to the Association and to any possible successor to fight as vigorously as he could for continuing the magazine and not introduce the question of a change in management—in spite of the fact that the situation might have made it appear that he was fighting for a personal job. Now, that a year has passed and the Association can decide after open discussion and ample consideration what it wishes to do with the *QUARTERLY*, he really wishes to insist upon the resignation intended a year ago. He has given ample notice to the Board of Publication and Executive Committee to make satisfactory arrangements. Even if more time is desired to settle upon final arrangements, the proceedings for May number can be issued directly from the office of the Secretary-Treasurer and even the addresses for August number if necessary.

In presenting his resignation, however, he should like very much to emphasize one item editorialized upon in the November-February open forum: this Association sorely needs a central mailing address, where as far as possible all correspondence should be concentrated. Some full-time employee, either the Executive Secretary of the Commission on Higher Institutions—a small part of whose salary would of course be transferred from the budget of the Commission on Higher Institutions to the general budget of the Association—or some other person, should be placed in charge with adequate clerical help. This person should so work his schedule as to act as managing editor of the *QUARTERLY*, having responsibility for dealing with the printers and publishers, gathering material, etc. He would, of course have to build himself a staff of associate editors responsible for various departments. But this can now be done, as it could not three years ago. Incidentally, since so many of you have expressed yourselves so favorably as to the November-February forum, I am willing to state now that I should be entirely willing to compile such a forum for next year if the managing editor to be designated deems wise.

In concluding this report I wish, speaking personally, to thank all who have been so generous with their praise and help the past three and a quarter years and to say that while I positively urge my resignation, I do so regretfully. I have enjoyed the task, have done it the best I could with the time available, and look back upon the hard work with pleasure.

HOLLAND HOLTON, *Editor*.

#### REPORT OF COMMITTEE ON USE OF THE EVALUATIVE CRITERIA OF THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Dr. W. W. Little, University of Florida, made an interesting report on "The Use of the Evaluative Criteria of the Coöperative Study of Secondary School Standards." He then conducted a panel discussion participated in by W. L. Spencer, Alabama; J. Harold Saxon, Georgia; M. E. Ligon, Kentucky; R. E. Chaplin, Louisiana; A. B. Combs, North Carolina; R. R. Vance, Tennessee; H. D. Fillers and J. W. O'Banion, Texas; and J. L. B. Buck, Virginia. It seemed to be the consensus that the Evaluative Criteria constitute a valuable instrument for stimulating and improving work done in secondary education. There was a difference of opinion as to the use of the Evaluative Criteria, at least for the present, for the purpose of accrediting high schools. Dr. E. D. Grizzell of the University of Penn-

sylvania, fraternal delegate from the Middle States Association, complimented the Commission on Secondary Schools of the Southern Association on the progress made in the use of the Evaluative Criteria of the Coöperative Study of Secondary School Standards. He also indicated the uses being made of the Evaluative Criteria by the Middle States Association.

Many of the points developed during the round-table discussion of the Evaluative Criteria, conducted by Dr. Little, are brought out in the following reports from North Carolina and Tennessee :

#### THE USE OF THE EVALUATIVE CRITERIA IN NORTH CAROLINA

A. B. Combs

The use of the Evaluative Criteria in North Carolina has not been very extensive. In the spring of 1939 we held a series of meetings with principals of Southern Association Schools. Dr. M. L. Alstetter, Field Representative of the Coöperative Study, conducted these meetings to explain the use of the Criteria. Attendance at these meetings was excellent. At the suggestion of Dr. Highsmith, of the State Department of Public Instruction, the six member schools in Raleigh were surveyed by a group of persons representing four colleges, the public schools, and members of the Department. Dr. Alstetter came to assist with the application of the Criteria to the Raleigh Schools. It was hoped that in this way persons might be trained who could assist in applying the Criteria to other schools in the State.

The six schools surveyed included two junior colleges, Peace and St. Mary's; the two public high schools, Hugh Morson and Needham Broughton; the Methodist Orphanage, and the State School for the Blind.

The experience in Raleigh was very satisfactory. The schools were unanimous in pronouncing the experience beneficial. In the case of the two public schools visited the principals agreed that perhaps the most beneficial result was the stimulation which a self-appraisal had on the teachers. The survey also demonstrated the value of the application of the Criteria as a supplement to the purely objective standards which have been used heretofore. For example, a school which several of the visiting committee had thought was the least satisfactory proved to be one of the best when considered in the light of all the evidence brought out by the Criteria.

In September, 1939, Mr. Kenneth W. Eells came to our state and held two meetings with representatives of schools belonging to the Southern Association. As a result of these meetings many of our schools have secured the materials of the study for use in their schools. In several instances principals have used the Evaluative Criteria as a basis for professional study with their teachers. To illustrate, one principal became so interested in the application of the Criteria to her situation that she called in the Superintendent and the two decided to order a copy of the complete Criteria for each of the teachers. The whole faculty then participated in a survey of their school to determine the areas in which the school was weakest. As a result of the evaluation it was determined to spend the balance of the year in working out a better program of guidance.

In addition to the six schools in Raleigh we have applied the Criteria only to the four new schools which made application for membership in the Association. The visiting committee in each case consisted of persons who have had experience in the use of the material. The number on the committee has been from six to ten. In each case there have been representatives of colleges, the public schools, and the State Department of Public Instruction. In the case of each school the results have

been reasonably satisfactory. All principals and teachers have testified that the experience has been stimulating. In every school the committee felt that the evidence brought out by the Criteria was revealing. Our experience leads me to some observations which may indicate some of the difficulties and some of the reasons why the use of the Criteria may not always be as satisfactory in some instances as in others.

A great deal depends on the attitude of the principal and his teachers toward the use of the material. For example, in one school where the Criteria have been studied for four months we found an attitude of open-mindedness on the part of all the teachers. In this school the teachers showed a knowledge of the school as a whole, a real comprehension of weaknesses and strengths, and ability to explain their own evaluations. Evidently a real survey had been made in a democratic manner. In another school there was evident a defense attitude, a desire to rate high in as many areas as possible and an unwillingness to admit weaknesses. In other words, in one school the fear that the school would not rate well seemed to predominate. There was not much evidence in this school that there had been free discussion of school on the part of all members of the faculty. In still another situation, although the several areas of the Criteria had been studied by small committees, there was no evidence that the findings of the small committees had been freely discussed or understood by the faculty as a whole.

These observations have to do with self-evaluation of the schools before the visiting committee arrives. They are not a criticism of the Criteria but of the manner in which they are applied. To be of value for the purpose of stimulation the Criteria must be considered as a whole and any findings of committees must be discussed in a free and open manner by the whole faculty of a school until the report actually represents the opinion of all.

I should like to make some observations also about the work of the visiting committees. Members of our committees were unanimous in feeling that the experience was for them most worthwhile. There are difficulties, however, which must be considered. The first difficulty is to find available people who have the time which a proper evaluation of a school requires. In three of the four schools the committee spent three days, in the other only two. Three days seems to be about the minimum time necessary unless the school is very small. Much time is also required on the part of some member of the visiting committee, if proper report is to be made to the school visited. This clerical or summarizing work was done in our case by the Chairman of our State Committee, and it took almost a month of his time to visit the four schools and prepare the necessary reports after the visits.

As I have already indicated, much of the success of the visiting committee depends on how well the members of the school staff have done their own evaluation. Certainly, when the faculty members have not fully understood the purposes of evaluation it is difficult for the visiting committee to enlighten them in the short time at its disposal. The report which the visiting committee makes to the school after the visit should contain very definite and briefly stated suggestions for improvement in the areas in which the school is weakest.

In conclusion, I should like to say that our experience warrants us in recommending the use of the Criteria in as many of our schools as possible as the basis for the professional study of the faculties. The Criteria can be studied as a whole or one or more areas may be selected for intensive study. In addition, visiting committees should be provided for six or eight schools each year until all of the schools have had the benefit of the study and an evaluation by a visiting committee.



## THE STATUS OF THE CO-OPERATIVE STUDY IN TENNESSEE

*R. R. Vance*

There are three essential features of the Coöperative Study which we have attempted to emphasize in Tennessee. In the first place, we have encouraged our high school principals and superintendents to tie their programs of improvement up with some phase of the Coöperative Study. A great many of our high school administrators are under the impression that they must carry through the entire Study or none at all. Sometimes it is best to start with one part of the Study and then proceed gradually to other parts of the Study as opportunity arises. For example, a city superintendent told me a few days ago that he did not have time to introduce the Coöperative Study into all his high schools. He said, however, that he was interested in a program of instructional improvement. My prompt response was that he should tie this program up with the Coöperative Study. I called his attention to the fact that the Coöperative Study has sections entitled "Curriculum and Courses of Study," "Instruction," and "Outcomes of the Educational Program." I told this superintendent that if he did not feel that he could get into the "Pupil Activity Program Section," the "Guidance Service Section," etc., he could concentrate on instructional improvement by using those sections of the Evaluative Criteria appropriate thereto. This is an essential feature of our program. The Co-operative Study is so broad in scope and content that every program of improvement can be tied up with some phase of it.

In the second place, we are gradually expanding our Evaluative Committee into several smaller sub-committees. Every principal whose high school has been evaluated automatically becomes a member of some Evaluative Committee and is subject to call for service when another nearby school is evaluated. Of course we always see to it that a principal does not have to travel long distances in order to assist in the evaluation of another secondary school. By building up a large number of evaluative centers, we can avoid to a great extent the expense incident to travel. In Tennessee we also add to each committee a few principals whose schools have not been evaluated and who therefore have not participated in other evaluations. These principals regard the committee as a kind of training school committee. They learn how a school evaluation should be carried on. With the training which they receive they are available to become more useful members of the committee when other schools are evaluated.

In the third place, we are employing the services of all our professional leaders in the Department of Education. For example, we use our State Librarian in evaluating the library service of a particular school. We use our Director of School-house Planning in evaluating school plants and grounds. We use our Supervisor of Home Economics in evaluating the home making program. We use our Director of Trades and Industrial Education in evaluating the arts and crafts program and the industrial arts program. Most of the division heads in our State Department of Education can do such work as this in their regular line of duty:

In conclusion, we look upon the evaluation of a particular high school as a co-operative affair demanding the services of as many professionally trained people as possible.

## REPORTS OF CENTRAL REVIEWING COMMITTEES

After a brief explanation of the operation of the Central Reviewing Committees, Dr. W. W. Little, Chairman of the Central Reviewing Committee for Public Schools, made the following report:



## SUMMARY OF ACCREDITED SECONDARY SCHOOLS—PUBLIC, 1939-40

State	No. Schools 1938-39	No. Schools Added	No. Schools Dropped	No. Schools Advised	No. Schools Warned	Total 1939-40
Alabama	53	8	1	42	10	60
Florida	100	2	5	56	42	97
Georgia	113	1	10	58	59	104
Kentucky	122	0	6	21	45	116
Louisiana	125	4	0	93	11	129
Mississippi	72	2	0	22	12	74
North Carolina	41	1	2	18	22	40
South Carolina	40	2	1	24	14	41
Tennessee	64	3	1	23	16	66
Texas	230	2	1	21	27	231
Virginia	59	1	2	15	31	58
Extra-Territorial	0	0	0	0	0	0
Total	1,019	26	29	393	289	1,016

Headmaster Spencer McCallie of the McCallie School, Chattanooga, Tennessee, Chairman of the Central Reviewing Committee for Private Schools, made the following report:

## SUMMARY OF ACCREDITED SECONDARY SCHOOLS—PRIVATE, 1939-40

State	No. Schools 1938-39	No. Schools Added	No. Schools Dropped	No. Schools Advised	No. Schools Warned	Total 1939-40
Alabama	9	0	1	0	2	8
Florida	23	0	0	4	2	23
Georgia	15	0	0	6	2	15
Kentucky	31	0	2	1	7	29
Louisiana	12	0	0	4	2	12
Mississippi	7	0	0	0	1	7
North Carolina	15	0	0	1	1	15
South Carolina	7	0	0	0	1	7
Tennessee	26	1	0	9	3	27
Texas	14	0	0	0	0	14
Virginia	25	0	1	7	10	24
Extra-Territorial	3	0	0	0	0	3
Total	187	1	4	32	31	184

The combined report which follows was made by Dr. Little. The reports were adopted. (For complete list of member schools, see pages 125 to 161, this issue of the *QUARTERLY*.)

SUMMARY OF ACCREDITED SECONDARY SCHOOLS—  
PUBLIC AND PRIVATE, 1939-40

State	No. Schools 1938-39	No. Schools Added	No. Schools Dropped	No. Schools Advised	No. Schools Warned	Total 1939-40
Alabama	62	8	2	42	12	68
Florida	123	2	5	60	44	120
Georgia	128	1	10	64	61	119
Kentucky	153	0	8	22	52	145
Louisiana	137	4	0	97	13	141
Mississippi	79	2	0	22	13	81
North Carolina	56	1	2	19	23	55
South Carolina	47	2	1	24	15	48
Tennessee	90	4	1	32	19	93
Texas	244	2	1	21	27	245
Virginia	84	1	3	22	41	82
Extra-Territorial	3	0	0	0	0	3
Total	1,206	27	33	425	320	1,200

The following items are from the minutes of the Central Reviewing Committee for Public Schools :

To the Central Reviewing Committee :

The Mississippi State Committee recommends that :

1. Holmes A. H. S. be placed on probation with warning on general efficiency.
2. The Board of Trustees must put the administration of the school, including finances, in the hands of the president.
3. Mississippi State Committee be instructed to make an inspection of the school on or before October 31, 1940, to determine whether the new policies have been put into effect and report to the Executive Committee of the Southern Association.
4. The Executive Committee of the Southern Association be authorized after receiving a report from the Mississippi Committee to drop the school immediately if in the judgment of the Executive Committee the policies have not been revised so as to conform to approved administrative procedures.

April 9, 1940

E. R. JOBE, *Chairman,*  
*Mississippi State Committee.*

PROPOSED RESOLUTION ON THE RELATIONSHIP BETWEEN  
STATE COMMITTEES AND SCHOOLS PARTICIPATING  
IN THE SOUTHERN ASSOCIATION STUDY

It is the sense of the members of the Central Reviewing Committee on public schools that schools which have been selected by the Committee on Curricular Problems and Research after nomination by state committees shall bear the same relationship to their state committees as any other Southern Association school.

It is recognized, however, that some of these may find that certain regulations of the state or of the Southern Association may restrict their freedom to make changes which give promise of improving secondary school practice and to facilitate such freedom the following procedure is recommended: a participating school which feels that certain regulations are standing in the way of freedom to carry on some important changes should present to the Director of the Southern Association Study a request with full explanation of the desired modifications. If the Director agrees that the request has merit with respect to the changes proposed, he will forward the request to the Chairman of the State Committee.

If a State Committee wishes, it may present the case to this Central Reviewing Committee, wholly on its own discretion for discussion only.

If the case involves standards set by the state, the State Committee will in its discretion appeal to the State Department for relaxation of standards.

The committee recognizes the necessity of sympathetic cooperation on the part of all persons and agencies which are concerned with these schools since without this there would be little hope of deriving the desired benefits from the results of their work.

J. L. B. BUCK, *Chairman*  
W. D. NIXON  
E. R. JOBE  
R. R. VANCE  
MARK GODMAN

The resolution above was approved by the Central Reviewing Committee April 8, 1940.

ADDRESS

The concluding number of the Tuesday afternoon program was an address by Dr. J. G. Umstattd, University of Texas, who spoke on the subject, "Training Youth for Leadership in a Representative Democracy." Dr. Umstattd suggested four changes in order to prepare youth for leadership in a representative democracy. These changes are briefly indicated in four quotations from Dr. Umstattd's address:

The first change which I propose, one which I trust is both sane and vital as a part of our program for training for leadership, is an increased emphasis upon pupil adjustment in our secondary schools. Realistic fiction, the stage, and the screen have dramatized the fruits of the depression in terms of uprooted homes, deprivation and degradation, and all the host of mental demons of fear and hopelessness that prey upon a confused and frustrated people. Scarcely a home in America remains untouched by the repercussions of the thirties. And the forties were heralded by wholesale murder of human beings, innocent in their conviction that right is the basis of might and that peaceful democratic living is the best way of life. . . .

The second improvement which I propose is that we continue to give increasing recognition to problems of present-day living. A good beginning has been made in providing for the secondary school pupil experiences which have meaning for him. The South has taken the lead in this problem with its state-wide curriculum revision programs from Virginia to Texas. The experimental work of this Association is paving the way to more vital experiences for programs that will help youth lay adequate foundation in realistic experience to meet with confidence and success the problems he will face as leader tomorrow. A new definition of scholarship is emerging, the essence of which is the ability to marshal and to command knowledge in the solution of the complex problems of everyday living. Such scholarship is the best foundation we can give our future leaders. . . .

As my third proposal for the program for the development for leadership, therefore, I advocate the gradual abandonment of the Carnegie unit and the gradual development in its place of a series of learning experiences broader and more searching and severe in their demands upon man's wealth of knowledge, better adapted to the nature, needs and capacities of adolescents, and more effective in their preparation for living in and helping improve our twentieth century society. At the college vestibule this change will call for an adequate guidance program to consider each student recommended by his high school principal or by his high school committee as an individual case and to help him select the college program best fitted to his abilities and purposes, conditioned in proper degree by the needs of our society. . . .

The fourth and last suggestion I shall make is another which has made progress in recent years, particularly since democracy as a way of life has been challenged by dictators. It is that the nature and organization of the curriculum and the spirit of instruction be such that the pupil may have continuously through his elementary and secondary school work a wealth of experience in the democratic process. . . . There can be no better preparation for leadership in a democracy tomorrow than through constant participation in the democratic process today. There can be no surer preventive of totalitarianism in the next generation than through living in the democratic way in the schools in this generation. . . .

Dr. Umstattd's address will appear in a later issue of the *QUARTERLY*.

#### MEETING OF WEDNESDAY MORNING, APRIL 10, 1940

The joint meeting of the Commission on Secondary Schools with the Commission on Curricular Problems and Research was called to order at 9:30 Wednesday morning by Chairman J. W. O'Banion in the ballroom of the Atlanta Biltmore Hotel. The theme of the morning meeting was "Evolving Concepts Affecting the Work of Southern Secondary Schools." There were four parts of this program:

1. The background and development of work, illustrating evolving concepts in secondary education, were given by Superintendent John A. Dotson of the Benham, Kentucky High School, and three of his teachers—Miss Julia Chick, Teacher of Home Economics; J. L. McCauley, Teacher of Mathematics and Science; and Miss Jennie Ramsey, Teacher of English and Social Studies.

2. State High School Supervision—R. R. Vance, Tennessee State High School Supervisor, Nashville.
3. The Preparation of Teachers—Doak S. Campbell, Peabody College. Dr. Campbell's manuscript was presented by Dr. John Brewton of Peabody College.  
(The manuscripts presented by the Kentucky teachers, Mr. Vance, and Dr. Brewton will appear in a later issue of the *QUARTERLY*.)
4. Discussion led by J. L. B. Buck, Director of Instruction, State Board of Education, Richmond, Virginia, and Miss Ethel Adams, Principal, Moultrie High School, Moultrie, Georgia.

Mr. Buck pointed out :

There is a great interest still going on in the field of in-service training of teachers. We have been concerned about how to give high school teachers in Virginia some of the advantages that come to elementary school teachers through well-trained supervisors. This year we are trying an experiment with four so-called high school counselors who were chosen from outstanding high school principals of rich experience and good personality. They have been attached to the staff of the four teachers colleges. The objective is to find within their service areas a limited number of high school teachers who want to do something about improving instruction. They work only on invitation. The invitation has to come from the superintendents, principals, and teachers. That is one of many ways to develop this aspect of training. The request for this sort of service has come from many principals and groups of our teachers. There has been a feeling that busy principals cannot keep themselves familiar with the very great problem of keeping in close touch with each instructor and trying to make the necessary improvement in the instruction of each teacher. Certainly in a large school it is difficult, and it is even hard in a small one.

There are some very interesting aspects in regard to the summer workshop. Those workshops have been a rich opportunity for teachers to come together to discuss their common problems. There is a tendency to feel that if this can be developed so that units or groups with their principals, under the guidance of specialists in the field, can come together to discuss their problems, great good might be derived. This is one of the richest opportunities to develop in-service training. This is being done by the schools and colleges in many states. The movement is going on very rapidly. There are many here that can discuss this problem from a far richer background than I can. I am hoping that you will bring up problems and questions that will be helpful to all of us.

The discussion was continued by Miss Ethel Adams, Principal, Moultrie High School, Moultrie, Georgia :

We are all deeply interested in pre-service and in-service training of teachers. For a number of years I have seen teachers go to summer school. It seems to me that each year they should come back inspired to do better work and improve their instruction. What did they take at summer school? Various things—literature, Shakespeare, science, etc. But they come back with no enthusiasm about improving instruction. They go on and teach the same old way.

Two or three summers ago we took a group of teachers into one of the summer workshops for the purpose of comparing results. We have this evidence of the value



of the summer workshop—the teachers from this group made more changes in their own instruction and improved more than any teachers who had attended summer school. They received more actual assistance. I am very much in favor of this type of workshop. The work done in the workshops and conferences is proving very valuable. We cannot drive our teachers too rapidly—growth is slow. How is it that those teachers brought up in traditional schools change their points of view; how did they happen to make the changes mentioned in the talks about the Benham High School? We would all like to visit the school presented above. We know they are accomplishing many things as a result of teacher growth.

Others contributing to the discussion were Dr. J. W. Norman, University of Florida; Dr. M. R. Hinson, Florida State College for Women; and Dr. K. J. Hoke, College of William and Mary. Dr. Norman suggested a plan for the preparation and certification of teachers. Dr. Hinson suggested the value of teachers participating in a curriculum program. He said:

... Whether it is a statewide program committee, or a group of local committees; whether it is a curriculum laboratory, or whether it is the workshop plan, it is the most valuable type of training in which a teacher can participate. This also goes for principals. I rather like the workshop idea. It gives a broader experience of philosophy and a broad background that really helps the teacher.

Dr. Hoke concluded the discussion with the following remarks:

I am very much interested in this placing of emphasis on the conference procedure, the workshop procedure. I think we can take a lesson from some of the work that the people in the field of elementary education are doing. Five to eight years ago there were groups of workers in the field of elementary education who were doing exactly this same thing and doing an excellent job of it. They looked upon the conference procedure, workshop procedure, as a temporary procedure, as a means of proceeding from a situation to something beyond. I raise the question with you this morning,—what is beyond the conference; what is beyond the workshop conception? I think it must be extended to broader fields than we have at present. It must be extended to include the subject-matter workers. I am pretty well convinced, from some of the work I have observed on the part of many groups at work, that they are seeing problems clearly. But they need a broader background, more information, and more knowledge. I think the conference procedure must be broadened and will be broadened as it develops.

#### MEETING OF WEDNESDAY AFTERNOON, APRIL 10, 1940

The Wednesday afternoon session of the Commission on Secondary Schools was called to order at two o'clock by Chairman J. W. O'Banion in the ballroom of the Atlanta Biltmore Hotel. This, the concluding meeting of the Commission on Secondary Schools, consisted principally of reports. In addition to reports made, two very interesting and instructive talks were made by the Fraternal Delegates.

REPORT OF COMMITTEE ON COLLEGE FRESHMAN  
ACHIEVEMENT

The report of the Committee on College Freshman Achievement (formerly the Committee to Study Substitute for College Freshman Grades) was made by Dr. Paul L. Palmer of the University of Chattanooga. The report follows :

A year ago this committee reported that some seventy-five colleges and universities had expressed their willingness to participate in making reports to high schools of freshman achievement for the college year 1938-1939. On the strength of this interest the committee was instructed to proceed with the first of a recommended three-year study. The committee decided to invite into the enterprise all types of institutions above the level of the high school, member or non-member institutions, which were listed in the May, 1939, issue of the SOUTHERN ASSOCIATION QUARTERLY, a total of 211 institutions.

A form for making reports was devised and printed in quantity. It provides for three types of information: (1) the courses for which each freshman registered, indicated by a code list, (2) the grades made by the student in each subject, and (3) the scholastic quintile standing of the student among his freshman classmates. All the students from a given high school were listed on the same blank. The reports were made in duplicate, one copy being sent directly to the high school by the college and the others when assembled being forwarded to the office of the Secretary of the Secondary School Commission.

Of the 159 institutions in the member and non-member four-year college and university group, 121 colleges (or 76 per cent) made requests for report forms and 111 colleges (or approximately 70 per cent) have completed their task. Of the 52 member and non-member junior colleges, 28 institutions (or 42 per cent) have requested forms and 22 schools (or 42 per cent) have completed their work. In the aggregate, 156 of 211 colleges of all types (or 72 per cent) made requests for materials and 133 (or 62 per cent) have made reports. These 133 institutions include the reports for more than 39,300 freshmen, with another 5,000 records in prospect when all institutions which have requested materials have completed their work. In view of the fact that this is the first time our Southern colleges have attempted such an enterprise, the committee feels the response has been quite gratifying. Several colleges which were unable to make reports have given assurance they wish to have a part in the next survey.

For most colleges the items of time and expense have been much less than was anticipated. Registrars have apparently succeeded well in making full and accurate reports and have exercised commendable patience and wisdom in solving numerous technical difficulties, particularly those involved in adapting the code to the large variety of college studies pursued by freshmen in our many types of colleges and universities. The committee has followed a policy of avoiding all possible duplication of work in registrar's offices. For instance, we have accepted grade reports according to procedures some colleges have maintained for many years, asking only that such reports indicate the student's high school and his quintile position among his classmates. Some institutions use statistical machines which cannot utilize the Association forms. The committee accepts the record for as much of the freshman year as the college cares to report and at such a time throughout the school year that the college finds most convenient to make its report. Most institutions have reported for the entire freshman year and did the work in the early fall months. Some reports will be submitted later this spring.

Because the intention of the committee from the beginning has been to gather reports for at least three successive years, no effort has been made this year to work with the materials which have accumulated in our central office at Nashville. The committee plans, however, to set up at some central office a cumulative record for each member and non-member high school in Southern Association territory, using the quintile standing of each student as the unit for the study. This will necessitate about \$300 for necessary equipment and additional funds for a half-time clerical worker. We also anticipate that the percentage of college participation will rise as the enterprise continues.

The committee feels that at the end of the three-year period a summary analysis of the materials should be made and their values determined along with the extent to which these values are being utilized by member colleges and secondary schools. Many of our high schools send relatively few students to college and data for such schools from a single year have little reliability. Cumulative data for a period of years, however, should provide interesting and significant evidence for study by all parties concerned.

In this connection the committee urges that the reports from the colleges should be studied more than many of our high schools probably do, particularly as the record accumulates year by year. My own conviction is that the reports should not have any major weight in determining a school's acceptability for continued membership in this Association. There are too many reasons why a student may succeed or fail in college that have nothing to do with his high school record. On the other hand I do not believe the college reports should be wholly ignored for such purposes. Certainly the reports ought to be helpful in indicating strong or weak places in a school's program, should aid the school in forming better estimates of various colleges, should promote better mutual relations between colleges and high schools and should eventually prove valuable in counseling and guidance procedures. All the committee asks is that high schools keep such reports on file and occasionally give them thoughtful consideration.

Certain other aspects of the committee's problem, I feel, merit particular attention at this time. Since the inception of the study we have recognized that high-school-college personnel problems involve mutual obligations. Many in our Association will doubtless feel that emphasis on grades is unwarranted. Some have suggested that the reports ought to include other important characteristics of behavior such as the student's initiative, self-control, creative ability, his leadership qualities and the like. With this conception of personality the committee is in thorough sympathy. Viewing the problem realistically, however, the facts are that detailed information on personality traits is much more valuable and usable if it is a part of the record the student brings to college. After all, guidance and counseling techniques are of primary importance when used with respect to a student's future. Most colleges do not have opportunity to make adequate inventory of a new student's personality until after most or all of the freshman year has been spent on the campus. Even if the college could do so, the chances are such an inventory would in most cases agree substantially with what the high school principal already knows about his former pupil. Perhaps in due time the colleges will develop indices of student ability and personality that are much more vital and meaningful than the grade marks now used. Certainly this Commission should encourage the policy of every college developing its guidance program and making easily accessible to all neighboring high schools the records of students who have come from those high schools.

With all their well-known shortcomings, college marks still remain the most significant single index of the quality of a freshman's adjustment in his college living.

This record usually represents the combined judgment of from four to six or more instructors. To complicate the registrar's task in making freshman grade reports by adding even a half dozen or less personality traits would tremendously complicate the committee's task and would not, I believe, yield commensurate returns. It would be wiser to devote this extra time and expense in the effort to improve the adequacy and value of information which the high school should provide the college when the student applies for admission. Meantime your committee believes there is sufficient value in the freshman grades report in its present form to amply justify its continuance and to encourage other colleges to participate.

Your committee does not believe, however, that the Commission should rest at this point. We should inaugurate and carry on vigorously a study of this whole problem of improving procedures and materials whereby colleges may make a better selection of students applying for admission to college and may assist such students in the first few crucial weeks of their college adjustments. This task is in many respects much more difficult and intangible than that which your committee has been attempting to do. From the vantage point of one who has been interested in these problems for many years and whose membership expires on this Commission in another year, I do not believe the next chairman should be expected to assume the double responsibility for the freshman achievement report and the problem of the high school's responsibility to the college as well. Each is a full sized committee task in its own right. Your present committee has been able to approach only one-half of the job. The other problem is too important to be delayed until such a time as the present committee is able to give attention to it. I would like to point out there are many competent members of this Commission who at present have no committee assignments who could be appointed to study these matters from the angle of the high school.

In the light of the foregoing discussion the committee proposes the following recommendations for consideration by the Commission.

1. That the original plan to maintain this freshman grades study for a three-year period be adhered to and that efforts be made to enlist as many more colleges as possible in the second report.
2. That the Association authorize the centralization of the freshman grades study at some institution which has adequate facilities to organize and supervise the statistical work necessary to set up a cumulative record of college freshman achievement for all member and non-member high schools in Southern Association territory.
3. That after data for three successive freshman classes have been accumulated the chairman of the committee be instructed to summarize and analyze the materials and make a report to this Commission.
4. That an appropriation of not less than \$800 be authorized for work of the committee for the next year.
5. That the title of the committee be changed to read "Committee to Study College Freshman Achievement."
6. That the thanks and appreciation of the Association and particularly of the Commission on Secondary Schools be extended to the registrars or other college authorities for the fine interest and coöperation they have given this enterprise to date.
7. That the Commission on Secondary Schools establish a special committee to study high school and college guidance and personnel relations from the secondary school angle, particularly by way of improving procedures and facilities which will aid colleges in making a better selection of students for admis-



sion and will provide information for more effective guidance in the crucial first few weeks of the freshman year.

PAUL L. PALMER, *Chairman*  
J. L. B. BUCK  
R. F. THOMASON

The report, including seven recommendations, was adopted by the Commission, and provision made for carrying out the recommendations. The Committee on College Freshman Achievement was continued with the following personnel: Paul L. Palmer, Chairman; R. F. Thomason, A. B. Crawford, L. H. Battle, and G. J. Oliver.

Dr. J. Henry Highsmith of North Carolina raised the question, "Should the Committee on College Freshman Grades be left as a part of the Commission on Secondary Schools, or should this work be done by the Commission on Curricular Problems and Research?" After discussion participated in by S. J. McCallie, S. B. Hathorn, Holland Holton, and others, it was agreed to uphold the recommendations made by Professor Palmer. The following special committee to Study High School and College Guidance and Personnel Relations was appointed by Chairman O'Banion in keeping with the concluding recommendation of Dr. Palmer's report: James M. Smyth, Chairman; R. F. Thomason, and James Chrietzberg.

#### REPORT OF COMMITTEE ON NYA SURVEY

The report of the Committee on NYA Survey was given by James H. Richmond, President, Murray State Teachers College, Murray, Kentucky. Mr. E. R. Jobe, High School Supervisor, Mississippi, moved to accept the part of the report that applied to the Commission on Secondary Schools. The motion carried.

#### PRESENTATION OF FRATERNAL DELEGATES

The Fraternal Delegates, Dr. W. E. Peik, Dean and Professor of Education, College of Education, University of Minnesota, fraternal delegate of the North Central Association; and Dr. E. D. Grizzell, Director of Commission on Implementation of Studies in Secondary Education, American Council on Education, Professor of Secondary Education, University of Pennsylvania, fraternal delegate of the Middle States Association, were introduced by the Secretary.

Dr. Peik brought greetings from the North Central Association and made two proposals to the Commission on Secondary Schools:

I bring to you greetings from the Commission on Secondary Schools, also from the officers of the North Central Association, which met at the Stevens Hotel in Chicago only last week. As Vice President of that Association, and official representative of our University, rather than of our University High School, I was unable to attend all the meetings of the North Central Commission on Secondary Schools;



but I attended some, and I stayed in close touch with the others through a representative who did. Most discussion of the general meetings and of the Commission on Curricula related, this year, much more to secondary than to higher education.

It seemed to me that secondary school reorganization will be the number one instructional problem of education during the nineteen forties ahead of us. This one senses at all of our educational meetings. Only the financial problem and the preparation of teachers are apt to come into the picture as much or more; and they are a part of this problem. No problem is more difficult nor as important.

This year the discussions at the North Central Association, bearing on secondary education, centered on evaluation, the National Youth Administration, Federal relations, vocational guidance, the preparation of teachers, curriculum reorganization with special reference to the general and vocational education of the 80 per cent who do not go to college. Some time was given to the review of experimentation, which is increasing, and to reports on the thirty-school experiment of the Progressive Education Association. If I were to give you the gist of what was said there, however, I would merely repeat the facts as you have discussed and are discussing them here, and as the various national agencies, the Report of the Regents Inquiry in New York, the St. Louis meetings, and others have emphasized them. My problem in the time I have, as your guest and a visitor, is to make if possible some personal contribution which may emphasize points not so commonly heard and yet may be a part of them. These will be specific and limited to two brief proposals.

#### (1) *High School Treatment of Education Problems:*

Throughout our land we are faced today with petty and with not so petty politics creeping more and more into education. It shows up most frequently in such purely local matters as the election and promotion of teachers, the conduct of the athletic program of the school, responsible academic freedom of teachers, curricular innovations which can get professional but not always local support. In addition to overt political activities there is the lag of popular opinion behind quite generally accepted educational theory, which makes so many of our worthy efforts of meetings, like this, attain only partial success at best or to come to naught completely. For this situation our profession, particularly in secondary education, is partly to blame; for its improvement there is a unique opportunity which I should like to point out.

How many of us have ever examined the units, the courses, and the textbooks in the social studies of our high schools to see what place the institution of education itself has had in their subject matter for the functional education of the future citizens of our communities? I have done so and have had others do so. Quite generally we find not only in high school but also in college practically nothing, even from the historical point of view, about the origin, the development, the modern problems and the trends in education, nor anything much else about education. May not such neglect of important social institutions by our schools be partly responsible for the fact that local communities in their educated leadership lag behind the needs of the time educationally?

Content as to education should be a part, even if a small part, of the general education through social studies to which all high school students are at some time exposed as part of their general training for citizenship. Its failure to be there is only another piece of evidence of our adherence to traditional content and the neglect of modern problems, issues and institutions. If we do something about it today, educational administration, teaching and local progress in 1960-75 no doubt will be better and easier. Such content should include representative topics like the development of private and of free public education in the United States, the social function of the

school, modern educational trends, responsible academic freedom, equalization of educational opportunity, state and local administration of schools, the duties of the school board, the professional prerogatives of school superintendents, principals, and supervisors, teaching as a profession, democracy as a way of education, the preparation of teachers, the differences between old and new education, etc. It has often seemed strange that throughout the length and breadth of our country we educators should have neglected this area of education about which we know most, in which we have such a vital interest, and which is so important to our culture. Here is an opportunity for each one of us to do something locally and to do it now; and it is not an insuperable obstacle at all. Others can make state or national contributions in the form of suitable publications on education in a Democracy for courses of study. It is also a good unit in adult education.

One way to build up standards in education is through organizations and commissions like this one; another one, equally important and more strategic, is to educate the future citizens through our schools so that the lag between educational theory and community acceptance of such educational theory may be shortened, politics eliminated through a motivated, intelligent attitude against it in education, and advance positions attained sooner. The proposal perhaps should also be placed before our Commissions on Curricula, for even the curriculum expert has been sleeping at the switch on this item.

(2) *Local Experimentation and Innovation:*

During the last three years we have heard much about the need of the reorganization of our high schools to serve the 80 per cent who do not go to college, but yet who are intelligent enough to profit much from further general and vocational education. We have had the facts of unemployment, of education that "did not take," of the need for more skilled semi-professional and technical workers, etc., but my observation is that after all not much is being done about it by perhaps 80 to 90 per cent of our schools. When we inquire into the matter we find that state courses of study, state examinations, accrediting organizations, standardizing agencies and most of all tradition and inertia are blamed. More largely it is the lack of a habit of local experimentation or local innovation with evaluation that is most to blame.

It is my belief that there is not one but there are many solutions to our secondary school problems and that solutions will vary with community resources, community vocational patterns, community socio-economic and political problems. My plea today is for the authorization by states and by accrediting associations for far more experimentation by local institutions.

A local group recently worked up this pattern of curriculum reorganization for small high schools:

(A) *General Education*—Recasting all types of courses and subjects into seven broad fields to extend through the high school, and to take three-fifths of the student's time.

1. Social studies
2. Science and mathematics
3. Language and world literature
4. English
5. Fine and applied arts
6. Personal and public health
7. An integrating core curriculum of activity units

(B) *Vocational or Special Individual Education*—two-fifths of curriculum.

1. Agricultural education
2. Home economics education, including training of maids
3. Commercial education
4. Distributing occupations
5. General mechanical education for workers
6. College Preparatory education
  - (a) Mathematics
  - (b) Languages

What an excellent program for a small, enterprising faculty to work out. They did not do so, however, because they feared their graduates would suffer as entrants to higher institutions because they would not be able to list regular subject patterns. Why should not commissions like yours and ours authorize many more experiments by providing at least state-wide and regional admissions for such graduates during experimental periods? There is no need for a rigidity which hinders progress. The scientific evidence on this point has exploded our theories of entrance patterns and the importance of prerequisites.

I think my time is up. I have made a brief report of my Association and two proposals, both having a general bearing—one to educate future citizens more definitely at the high school level about education, and the other to encourage much more new local experimentation with new types of reorganization in secondary schools, with the permission of states and accrediting associations.

May I express to you a sincere appreciation of the courtesy you have extended to me this afternoon.

The message brought by Dr. Grizzell, "The Middle States Association Accepts the Challenge to Improve Secondary Education," follows:

The new program of the Commission on Secondary Schools of the Middle States is concerned with evaluation, accreditation, and improvement of secondary schools. Its concept of accreditation is of fundamental importance as the initial step in making possible a cooperating group of *good* schools that can attempt the solution of common problems. In short, accreditation is merely an official act based upon clear evidence of superior quality on the part of each school applying for membership in the Association. Although this act of accrediting schools has always been recognized as a function of the commission on secondary schools of great importance, the new program provides for a shift in emphasis to other important and more recently developed functions.

In the past there has never been available for the use of regional and state agencies a satisfactory measuring instrument or an efficient procedure for evaluating secondary schools. The conventional standards have served as crude devices for evaluation but at best they have been inadequate and unsatisfactory. If accreditation is to be based upon adequate evaluation procedures, it is obvious that dependence upon the conventional standards is unwise.

But no matter what the attitude toward evaluation and accreditation, it is perfectly obvious to the Commission on Secondary Schools that accreditation is not the main interest but rather it is progress in the improvement of the *good* school. Our Commission and the schools of our Association have pledged themselves that they shall not be satisfied for a school to be *good*; it must be continuously *better*.

As a basis for this new program of the Commission on Secondary Schools, the "Evaluative Criteria" and the accompanying "Educational Temperatures" have

been adopted as the basis for evaluation and the results of the evaluation are used for both accreditation and for stimulating schools to improve.

A great majority of the accredited secondary schools of the Middle States have already signified their desire for a complete evaluation before the close of 1945. More than sixty schools are being evaluated this spring. Most of these are member schools. All new schools cannot be evaluated at once but will be distributed so that the burden will not be too great. In addition to two trained staff members who are serving as chairmen of evaluation committees, more than two hundred principals, superintendents, college staff members, and state department representatives are giving at least two days free service as members of committees. At the same time the central office staff of the Commission is learning how to handle the X blanks and to prepare the graphic reports for each school that has been evaluated.

Several outcomes are anticipated as results of the new program. They may be summarized as follows:

1. Schools throughout the Middle States, both members and non-members, are being provided with a scientific evaluation service at the lowest possible cost.
2. The accreditation of secondary schools is given a sound scientific basis thus protecting more adequately than ever before the member schools and the society which they serve.
3. There is provided the basis for an on-going program of improvement of secondary education through both the member schools and in coöperation with state departments and similar supervisory agencies.
4. Opportunities are being provided for education in service to principals, superintendents, and other similar professional leaders. This is being accomplished largely through work on the school evaluation.
5. A region-wide program of coöperation with various agencies (educational, social, and economic) is gradually being developed under the leadership of the Association and its affiliated organizations.

The regional association has a new mandate for the future. The period of consolidation and standardization has passed and the new mandate points to the need for intelligent and progressive leadership in assisting local, state, and regional agencies and organizations to render a better service to American society. Coördination of our resources for new conquests in American education is the challenge to the regional associations of the future.

The messages brought by the two Fraternal Delegates were interesting and instructive, and very much appreciated by the Commission on Secondary Schools.

The following motion introduced by S. B. Hathorn was carried:

The Commission on Secondary Schools of the Southern Association is invited by the Chairman of the Committee on Implementation of the Association of Secondary School Principals of the National Education Association to participate in any of its activities or programs in which the Commission on Secondary Schools may be interested.

I move you that we accept this invitation and so apprise the Chairman of the Committee on Implementation of the Association of Secondary School Principals.



## REPORT OF COMMITTEE ON PRINTED FORMS

In the absence of M. W. Carothers, Chairman of the Committee on Printed Forms, the report was made by Dr. Gladstone H. Yeuell of the University of Alabama. Dr. Yeuell recommended that the Committee on Printed forms be discontinued and that its work be done by the Committee on Standards. The report was accepted.

## REPORT OF STANDING COMMITTEE ON STANDARDS

The report of the Standing Committee on Standards was made by the Chairman, Dr. W. W. Little. The report recommended the following changes:

1. That the first paragraph of Article IV read as follows:

"The Commission shall describe and define unit courses of study in the various secondary school programs. The minimum standard for accrediting shall be:"

2. Omit from Article IV, Section (a), the words, "No such school shall allow more than four units of credit for work done in junior high schools."
3. Article IV, Section (a)—Change sentence, "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work," to read, "A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work."
4. Article IV, Section (b)—It was recommended that Article IV, Section (b) and the interpretation thereof read as follows:

"The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is, that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers of academic subjects, and of Agriculture and Home Economics, are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

"(This regulation does not apply to a person transferring from one member school to a similar position in another member school provided not over two years\* elapse from the time of leaving the first position to entering the work in

\* This two-year provision had been understood by some members to apply to the cases of former member-schools that had had to withdraw from the Association when they should re-apply under the same principal they had had during their former membership. For action of the Commission as to this interpretation see report of Resolutions Committee, p. 279, this issue.



the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A 'beginning teacher' is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the 'beginning teacher' status until the 12 hours of education required above have been completed. A 'semester hour' is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)"

5. Article IV, Section (k)—Change the interpretation of this Standard to read: "(The Commission recognizes \$900 as a minimum salary for a year. Allowance in this minimum for room, board, and other items, if given as part payment of salaries, shall not exceed \$300. A school in which a full-time teacher receives less than this amount may be warned or dropped.)"
6. The Chairman stated that practically two pages of the Standards were devoted to explanations and interpretation of Article IV, Section (n), as adopted in the Richmond meeting of the Association in December, 1936. He recommended that the explanations, 1 through 17, under Section (n), be omitted.

On motion of the Chairman, each of these recommendations was approved by the Commission and the recommended changes authorized.

A motion to omit the word "academic" from Article IV, Section (a) was tabled.

#### COMMISSION FAVORS CHANGE IN TIME OF MEETING

Dr. M. E. Ligon, University of Kentucky, introduced a resolution to change the time of meeting from Spring to December. After some discussion, the motion was adopted.

#### LIBRARY COMMITTEE

Dr. J. Henry Highsmith offered a resolution asking that a library committee of three members be appointed to deal with requests concerning libraries, to consider changes in administration of libraries, and to stimulate interest in the improvement of libraries. It was stated by Dr. Highsmith that this matter would be presented to the Association at the Friday morning meeting, and that an effort would be made to get the Association to set up a library committee of six members, three from the Commission on Secondary Schools, two from the Commission on Higher Education, and one from the Commission on Curricular Problems and Research. The resolution was adopted and the following three members were appointed to act with three members from the two other Commissions, should they be appointed: J. Henry Highsmith, Chairman; William H. Shaw, and Gladstone H. Yeuell.

## REPORT OF AUDIT COMMITTEE

H. D. Fillers, Superintendent, Wichita Falls, Texas Schools, Chairman of the Audit Committee, made the following report:

We the members of the Audit Committee have checked carefully the items on the records of the Executive Secretary of the Commission on Secondary Schools. We find that all expenditures of the Executive Secretary are properly attested by vouchers, which have been checked against the accounts of the treasurer of the Association and we find them to be kept in an efficient manner.

Total amount budgeted by the Association for the operating expense of the Commission on Secondary Schools for the period April 1, 1939 to March 31, 1940 was \$8,965. Of this amount a total of \$6,652.10 has been expended during this period, thus leaving a balance of \$2,312.90 as shown by the attached financial statement of the Secretary of the Commission.

During the period no item of the budget has been exceeded. The Committee wishes to commend Dr. Frank C. Jenkins for the efficient handling and excellent reporting of the financial affairs of the Commission.

The reports of the chairmen of the various states have been inspected and checked. Some of these reports have furnished ample evidences supporting the expenditures made of funds allotted to them by the Commission. Some have not.

Therefore the Audit Committee makes the following recommendations:

1. That a uniform plan of reporting be adopted. (The suggestion is made that the Secretary of the Commission on Secondary Schools be directed to devise and furnish uniform report blanks to the chairman of each State Committee for the annual financial statement.)
2. That evidences of all expenditures, such as, approved and receipted bills, be attached to each annual statement, filed with the Secretary of the Commission, for the use of the Audit Committee.
3. That the Secretary-Treasurer of the Southern Association be requested to furnish a statement of receipts and disbursements evidenced by cancelled checks of the expended funds of the Commission on Secondary Schools, covering the fiscal year.
4. For the guidance of State Committees in their disbursements of allotted funds, we recommend the following as appropriate expenditures:
  - a. The expenses incurred in holding meetings of the State Committee.
  - b. The expenses of visiting committees in evaluating member and applying schools.
  - c. Expenses for the visitation of member schools on business for the Southern Association.
  - d. Supplies, stamps, telegrams, telephone messages, for the State Committee.
  - e. Clerical and stenographic service not to exceed 15 per cent of the annual allotment.

Your Audit Committee recognizes that there are contributions in services and travelling expenses being made in each state for which no reimbursements are made from the funds of the Association. Therefore, we reiterate the recommendation of the Audit Committee of 1939 inviting the Chairman of the State Committee to at-

tach supplementary financial statements showing the amount of these expenses not charged to the Southern Association.

Respectfully submitted,

H. D. FILLERS, *Chairman*

ROBERT E. CHAPLIN

M. E. LIGON

FATHER ERNEST, O. S. B.

R. R. VANCE

### FINANCIAL STATEMENT

COMMISSION ON SECONDARY SCHOOLS, APRIL 1, 1939-MARCH 31, 1940

		Spent	Budget
1. Printing Annual Report Blanks :			
September 18, Cullom & Ghertner Co.	\$ 56.25	\$ 56.25	\$ 150.00
2. Stamps :			
April 17, J. W. O'Banion	5.00		
May 18, Frank C. Jenkins	10.00		
July 10, Frank C. Jenkins	10.00		
Nov. 1, Frank C. Jenkins	10.00		
February 22, Frank C. Jenkins	10.00	45.00	50.00
3. Express :			
May 26, Frank C. Jenkins	5.00		
July 8, Frank C. Jenkins	2.45		
September 23, Cullom & Ghertner Co.	13.33	20.78	40.00
4. Certification of Schools :			
April 7, Cullom & Ghertner Co.	39.85		
April 25, F. C. Jenkins (Stamps)	18.06		
January 27, Cullom & Ghertner Co.	17.78	75.69	125.00
5. Secretarial Hire :			
April 17, Katherine Johnson	8.00		
April 17, Sara Cathey	15.00		
May 18, Sara Cathey	19.00		
February 22, Sara Cathey	40.00		
February 16, F. C. Jenkins (Paid to L. Ramsey)	10.00		
March 26, Sara Cathey	40.00	132.00	500.00
6. Stationery for Secretary :			
April 7, Cullom & Ghertner Co.	4.50		
April 29, Cullom & Ghertner Co.	33.48		
March 8, Cullom & Ghertner Co.	11.50	19.48	50.00
7. Telegrams, Telephone and Tolls :			
	00.00	00.00	25.00
8. Convention Expenses :			
April 4, Doris Phillips	30.00		
April 4, Katherine Johnson	30.00		
April 4, Lucille Epps	30.00		
April 4, J. M. Smyth	8.00	98.00	100.00
9. Travel for making Program :			
	00.00	00.00	150.00

10. Standing Committee on Standards:			
May 18, Cullom & Ghertner Co.	34.39	34.39	75.00
11. Inspection of Secondary Schools in the several States of the Association— Amounts Paid State Chairmen:			
April 28, Alabama	309.00		
April 28, Florida	614.00		
April 28, Georgia	639.00		
April 28, Kentucky	763.00		
April 28, Louisiana	683.00		
April 28, Mississippi	394.00		
April 28, North Carolina	279.00		
April 28, South Carolina	234.00		
April 28, Tennessee	449.00		
April 28, Texas	1,217.00		
April 28, Virginia	419.00	6,000.00	6,000.00
12. Committee on Library:			
	00.00	00.00	100.00
13. National Committee on Coördination in Secondary Education	00.00	00.00	100.00
14. Substitute for College Freshman Grades Report:			
June 21, Paul L. Palmer	6.09		
September 7, Frank C. Jenkins (Stamps)	20.00		
September 12, Paul L. Palmer (Stamps)	10.00		
November 1, Frank C. Jenkins (Stamps)	25.00		
December 1, Paul L. Palmer	6.00		
December 13, F. C. Jenkins (Stamps)	20.00		
December 13, Sara Cathey	10.00		
December 13, Cullom & Ghertner Co.	60.97		
December 21, Cullom & Ghertner Co.	8.95		
March 26, Cullom & Ghertner Co.	3.50	170.51	500.00
15. Special Sub-committee of the Associa- tion on Evaluation:			
	00.00	00.00	500.00
16. Contingent or Special Fund:	00.00	00.00	500.00
Total		\$6,652.10	\$8,965.00
*Balance Unspent		2,312.90	
Grand Total		\$8,965.00	\$8,965.00
*Item of \$12.25 of March 21, 1939		12.25	
Balance		\$2,300.65	
To conform with Treasurer's Report.			

Headmaster Spencer McCallie moved that the report be accepted unanimously and that the Committee be commended for its superior work. Motion carried.

## REPORT OF BUDGET COMMITTEE

Superintendent R. J. Koonce, Yazoo City, Mississippi made the report of the Budget Committee. The following budget was presented and adopted :

## BUDGET

## COMMISSION ON SECONDARY SCHOOLS, 1940

1. Printing annual report blanks	\$ 100.00
2. Stamps	50.00
3. Express	40.00
4. Certification of schools	90.00
5. Secretarial hire	300.00
6. Stationery for Secretary	40.00
7. Telegrams, telephone, and tolls	25.00
8. Convention Expenses	100.00
9. Travel for making program	100.00
10. Standing Committee on Standards	75.00
11. Inspection of Secondary Schools	7,000.00
12. Committee on Library	100.00
13. Committee on College Freshman Achievement	800.00
14. Committee on Evaluation	500.00
15. Contingent or special fund	500.00
Total	\$ 9,820.00

Respectfully submitted,

J. G. STIPE *Chairman*

J. J. DELANEY

R. J. KOONCE

SUE POWERS

## BUDGET

## COMMISSION ON SECONDARY SCHOOLS, 1939-40

1. Printing annual report blanks	\$ 150.00
2. Stamps	50.00
3. Express	40.00
4. Certification of schools	125.00
5. Secretarial hire	500.00
6. Stationery for Secretary	50.00
7. Telegrams, telephone, and tolls	25.00
8. Convention Expenses	100.00
9. Travel for making program	150.00
10. Standing Committee on Standards	75.00
11. Inspection of secondary schools in states of Association	6,000.00
12. Committee on Library	100.00
13. National Committee on Coördination in Secondary Education	100.00
14. Substitute for College Freshman Grades Report	500.00
15. Special Sub-committee of the Association on Evaluation	500.00
16. Contingent or special fund	500.00
Total	\$ 8,965.00



## REPORT OF COMMITTEE ON APPEALS

It was unnecessary for the Appeals Committee to report since the matters called to its attention were taken care of by the first part of the report of the Committee on Resolutions.

## REPORT OF RESOLUTIONS COMMITTEE

The first section of the report of the Committee on Resolutions was presented by Dr. Holland Holton, the second section by Dr. B. F. Mitchell, Chairman of the Committee. The report follows:

## SECTION I

Whereas the Association in 1934 adopted the part of Standard IV (b) reading as follows:

"Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association with the scholastic year 1937-38 or thereafter shall hold a Master's or other degree from a college or university belonging to the Southern Association, or some other regional association;" whereas, it was distinctly stated that the provision was not intended to apply to the principals of schools then in service as long as they continued in their positions then held;

Whereas since the adoption of the requirement cited certain member schools have during the depression been dropped from the Association because of reduction in length of term and temporary inability to meet other standards based primarily on financial ability;

Whereas many of these schools have continued throughout the depression until the present time under the same principals and other supervisory officials they had as Southern Association members;

And whereas, the Reviewing Committee for Private Secondary Schools has ruled that the requirement of a Master's degree cannot be made *ex post facto* against these schools that have so continued under the same supervisory officials, whereas the Reviewing Committee for Public Secondary Schools has ruled to the contrary except as to schools re-applying within two years;

Be it resolved, that it is the sense of the Commission on Secondary Schools that the ruling of the Reviewing Committee on Private Secondary Schools is correct and should be followed by both Reviewing Committees dealing with the cases of old schools re-applying for membership until such time as the Standard shall be revised by this Commission—in other words, that principals in their schools at time of former membership be treated precisely as other principals of member schools at the time of adopting this standard.

## SECTION II

Be it resolved further that the Secondary Commission express its sincerest thanks to the Chairman and to his staff for the careful arrangement of the most interesting and effective program of this meeting.

Be it further resolved that our gratitude be extended to Dr. Willis A. Sutton, Superintendent of the Atlanta Public Schools, and to the local committee for a most enjoyable program of entertainment.

Furthermore, we wish to commend the Georgia Committee, and particularly the Chairman, Harold Saxon, for the initiation of a new phase of entertainment by which

good fellowship may be promoted among the members of the Secondary Commission. It is to be hoped that this type of annual dinner may become a permanent feature of the meetings of the Secondary Commission.

The Committee suggests that a copy of these resolutions be mailed to those responsible for the magnificent success of the Atlanta meeting.

B. F. MITCHELL, *Chairman*  
FATHER P. H. DAGNEAU  
W. H. SUMRALL  
HOLLAND HOLTON  
E. C. DODD

Sections I and II of the report of the Committee on Resolutions were adopted separately.

#### REPORT ON CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Dr. Joseph Roemer of Peabody College asked for the floor to make a report as the representative of the Commission on Secondary Schools of the Southern Association on the Administrative Committee of the Coöperative Study of Secondary School Standards. Dr. Roemer's report follows:

1. The Coöperative Study will wind up its work on July 1, 1940. The Study has been going on for a little over six years, during which time it has spent a little over \$200,000.
2. Now that the Study is about completed, and that we are approaching the end of a year of implementation, it is the feeling of the entire Committee that the active program pursued during the past five or six years should be terminated on July 1, 1940.
3. Since there is considerable material printed and ready for distribution, and since the services which the Committee has been rendering for some years needs to be continued after July 1, 1940, the Committee is making the following recommendations:
  - a. That the activities of the Committee cease, but that the skeleton of the Committee be maintained for use in the future if and when the occasion arises.
  - b. That the American Council on Education be employed to take over the matter of printing and distributing the materials which the Committee has provided, collecting and paying bills, etc., in order that the service phase of the Committee may be continued into the future.
4. With this thought in mind, the Administrative Committee, representing the entire Committee for the six regional associations, has made tentative arrangements with the American Council on Education, looking toward the continuance of the service phase of the work of the Coöperative Study and beg to present this tentative contract to the Association through this Commission for approval. The proposed contract is as follows:

SUGGESTED BASIS OF AGREEMENT ON DISTRIBUTION OF PUBLICATIONS OF THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS BY THE AMERICAN COUNCIL ON EDUCATION

1. The American Council on Education to store, ship, bill and collect accounts, including accounts receivable, on all materials of the Coöperative Study of Secondary School Standards, effective July 1, 1940.
2. The Council to add to its publications staff Mrs. Winifred Long and part-time workers to be kept as long as the volume of business warrants their employment. After that time the work to be carried on by the regular staff of the Council.
3. The Council to pay Kenneth Eells, as the designated representative of the Administrative Committee of the Coöperative Study, a fair sum for consultation service on inquiries regarding the materials. The Council will collect experiences regarding their use on a form to be furnished by the Administrative Committee for interpretation and implementation. The "X" blanks will be gathered from the state departments of education and stored by the staff of the Council.
4. The Council to pay for and carry on regular promotion campaigns in consultation with the Administrative Committee.
5. The Council to pay for reprinting materials to keep a sound inventory on hand.
6. The Council to pay semi-annually on January 1 and July 1 to the Administrative Committee, their share of the gross receipts on the following basis:
  - a. *For Accounts Receivable on July 1, 1940:* the Council will transfer to the Administrative Committee 70 per cent of the value of the Accounts Receivable dated after July 30, 1939; this percentage to be transferred from the first gross receipts in the new fiscal year.
  - b. *For Inventory on Hand July 1, 1940:* the Council will transfer to the Administrative Committee 35 per cent of the net sales value of the Inventory except for 700 copies of the General Report and 400 copies of Wall Charts which will probably not be sold next year; net sales value shall be estimated at 90 per cent of list retail price. It is anticipated that part of the current inventory will not be sold until 1941-42 and the percentage payment on the net value of this material shall be delayed until 1941-42. (See attached estimates of sales.)
  - c. *For New Materials Printed after July 1, 1940:* the Council will transfer to the Administrative Committee 15 per cent of the gross receipts after (a) and (b) above here have been paid.

AN EXAMPLE OF THIS SYSTEM

ESTIMATED GROSS RECEIPTS

1940-41

\$22,000.00

	First Gross Receipts	Per- cent- age	Coöper- ative Study	Council
(a) Agreed value of accounts receivable on July 1, 1940	\$ 1,500	70%	\$ 1,050	\$ 450

(b) Estimated net sales value of Inventory on July 1, 1940, which probably will be distributed in 1940-41	\$ 6,500*	35%	\$ 2,275	\$ 4,225
(c) Sales of new materials	14,000	15%	2,100	11,900
	<hr/>		<hr/>	<hr/>
	\$ 22,000		\$ 5,425	\$ 16,575

7. This publication agreement to be reviewed with the Administrative Committee at the end of the first year and any revisions made by mutual consent.

The report was adopted and the contract passed to the Executive Committee of the Association.

### REPORT OF NOMINATING COMMITTEE

The following report was presented by the Chairman, E. R. Jobe :

We, as your Nominating Committee, nominate the following for officers of the Commission for 1940-41 :

1. For Chairman : Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama.
2. For Vice Chairman : J. W. O'Banion, Director of Supervision, State Department of Education, Austin, Texas.
3. For Secretary : F. C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Nashville, Tenn.

Respectfully submitted,

E. R. JOBE, *Chairman*  
 MARK GODMAN  
 FATHER JOSEPH C. MULHERN  
 R. F. THOMASON  
 J. M. Malone

The report was adopted.

Upon proper motion duly seconded, the Commission on Secondary Schools was adjourned by the Chairman, *sine die*.

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\* Approximately \$3,000 of net value of present inventory will not be sold next year. This sum will be held for transfer in 1941-42.

## STATISTICAL DATA ON SCHOOLS

TABLE I

## SUMMARY OF ACCREDITED SECONDARY SCHOOLS

State	No. Schools 1938-39	No. Schools Added	No. Schools Dropped	No. Schools Advised	No. Schools Warned	Total 1939-40
Alabama	62	8	2	42	12	68
Florida	123	2	5	60	44	120
Georgia	128	1	10	64	61	119
Kentucky	153	0	8	22	52	145
Louisiana	137	4	0	97	13	141
Mississippi	79	2	0	22	13	81
North Carolina	56	1	2	19	23	55
South Carolina	47	2	1	24	15	48
Tennessee	90	4	1	32	19	93
Texas	244	2	1	21	27	245
Virginia	84	1	3	22	41	82
Extra-Territorial	3	0	0	0	0	3
Total	1,206	27	33	425	320	1,200

STATE	SCHOOLS DROPPED, DISCONTINUED, OR REORGANIZED	REASONS
Alabama	Boaz: Snead Academy	Withdrew
	Shawmutt High School	Discontinued
Florida	Bartow High School	Eight month term 1938-39 and 1939-40; salaries of 6 teachers below minimum; 2 teachers with more than 750 pupil-periods; 4 class- es over 35.
	Bunnell	No report
	Haines City High School	Eight month term 1938-39; one teacher with more than 750 pupil-periods; one class over 35; sala- ries; library appropria- tion inadequate
	Brooksville: Hernando County Lakeland High School	No report 158 school days 1938-39 (an- ticipate 8 months 1939- 40); 2 teachers with more than 750 pupil-periods; salaries; library appro- priation inadequate; one class over 35.
Georgia	Ashburn	Salaries



STATE	SCHOOLS DROPPED, DISCONTINUED, OR REORGANIZED	REASONS
Kentucky	Cochran	Salaries; time and training in use of library; principal does not have A.M. degree
	Dawson	Salaries; training of librarian; library appropriation; 3 classes with more than 40; principal does not have A.M. degree
	Lavonia	Salaries; training of librarian; 3 classes with more than 40; principal does not have A.M. degree
	Manchester	Salaries; library appropriation; training of librarian; training in use of library
	Richland	Salaries; principal does not have A.M. degree
	Swainsboro	Training of librarian; principal does not have A.M. degree
	Tallapoosa	Training of librarian; principal does not have A.M. degree*
	Tennille	Salaries; training of librarian; training in use of library; 3 classes with more than 40.
	Washington	Salaries; 4 classes with more than 40
	Flat Gap	Principal does not have A.M. degree; poor buildings, no library appropriation.
	Lexington: Bryan Station and Picadome	Combined to form Lafayette
	Louisville: Kentucky Home School for Girls	Unfavorable report
	La Center: Ballard County	Salaries; training of librarian; library equipment;

\* As to the latter item for Tallapoosa Chairman Harold Saxon of the Georgia State Committee indicates that appeal will be taken to the Commission at the next annual meeting, on the ground that the new principal at Tallapoosa had been serving in another Southern Association school immediately prior to his transfer to this school. Since, however, information on this point reached Dr. Jenkins, Secretary of the Commission on Secondary Schools, after the Association had adopted the list of secondary schools, he ruled that he had no authority to revise the list. If injustice has been done, it will not affect members of the graduating class of 1940 and any error can be corrected at the December meeting of the Association in time to meet the needs of the Class of 1941.—EDITOR.

STATE	SCHOOLS DROPPED, DISCONTINUED, OR REORGANIZED	REASONS
		library organization; poor general efficiency
	Oil Springs	No report
	Pippapass: Knott County	Did not apply
	Riverton: Greenup	Training of librarian
	Shelbyville: Science Hill School for Girls	Discontinued
Louisiana	None	
Mississippi	None	
North Carolina	New Bern	No report
	Morehead City	No report
South Carolina	Marion	Training of beginning teacher; training of librarian; training in use of library; no library in building
Tennessee	Oneida	No report
Texas	Nocona High School	Salaries
Virginia	Amherst	Training of librarian; salaries
	Franklin	Librarian not full-time
	Danville Military Institute	No report
Extra-Territorial	None	

STATE	SCHOOLS ADDED
Alabama	Carbon Hill Valley Head Bessemer: Hueytown Birmingham: Jones Valley Birmingham: Minor McCalla: McAdory Quinton: West Jefferson Tarrant: Jefferson Co.
Florida	Fernandina Tarpon Springs
Georgia	Rome: Girls High School
Kentucky	None
Louisiana	Abbeville Jonesville: Block Lake Charles: LaGrange Bernice
Mississippi	Water Valley Summit
North Carolina	Sanford
South Carolina	St. Matthews Taylors
Tennessee	Portland: Sumner County High Pulaski: Giles County High Whiteville

STATE	SCHOOLS ADDED
	Petersburg: The Morgan School for Boys
Texas	Phillips
	Weatherford
Virginia	Hampton
Extra-	
Territorial	None

TABLE II

THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

Session	Year	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
19	1913	125	36	161
*20	1914	208	70	278
†21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1,026
35	1929	921	184	1,105
36	1930	985	190	1,175
37	1931	1,014	180	1,194

\* No list for Florida or Arkansas.

† Full report for all thirteen Southern States.

TABLE II—*Continued*

Session	Year	Public	Private	Total
38	1932	1,019	174	1,193
39	1933	1,000	183	1,183
40	1934	1,018	185	1,203
41	1935	972	182	1,154
42	1936	1,004	179	1,183
43	1937	1,008	179	1,187
44	1938-39	1,019	187	1,206
45	1939-40	1,016	184	1,200

TABLE III

THE NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED  
BY THE COMMISSION FOR 1939-40

States	Public	Private	Total
Alabama	60	8	68
Florida	97	23	120
Georgia	104	15	119
Kentucky	116	29	145
Louisiana	129	12	141
Mississippi	74	7	81
North Carolina	40	15	55
South Carolina	41	7	48
Tennessee	66	27	93
Texas	231	14	245
Virginia	58	24	82
Extra-Territorial	0	3	3
Total	1,016	184	1,200
Per Cent of Total	84.7	15.3	100

TABLE IV

SHOWING THE SIZE OF THE SECONDARY SCHOOLS INCLUDED IN THE REPORT  
SCHOLASTIC YEAR 1939-40

Schools	Number Schools	Under 100	100- 199	200- 499	500- 999	1,000- 1,999	Over 2,000
Alabama	68	7	5	37	13	3	3
Florida	120	14	29	52	13	10	2
Georgia	119	11	36	50	13	9	0
Kentucky	145	13	37	72	18	5	0
Louisiana	141	18	42	59	11	9	2
Mississippi	81	8	30	34	6	3	0
North Carolina	55	10	8	13	17	7	0
South Carolina	48	1	11	17	13	6	0
Tennessee	93	11	17	38	19	6	2
Texas	245	18	55	93	46	26	7
Virginia	82	12	16	34	9	8	3
Extra-Territorial	3	1	2	0	0	0	0
Total	1,200	124	288	499	178	92	19
Per Cent of Total	100	10.3	24.1	41.6	14.8	7.6	1.6

TABLE V

SHOWING FACTS RELATIVE TO NUMBER AND SIZE OF SCHOOLS ACCREDITED BY THE  
COMMISSION ON SECONDARY SCHOOLS—SCHOLASTIC YEAR 1939-40

State	Number Schools	Size of		Number of Teachers		Enroll- ment	Enroll- ment Average Per School
		Smallest School	Largest School	Total Number	Average Per School		
Alabama	68	23	3,020	1,446	21	36,004	529
Florida	120	21	2,427	2,187	18	50,153	418
Georgia	119	40	1,592	1,767	15	42,155	354
Kentucky	145	14	1,991	2,135	15	49,907	344
Louisiana	141	46	2,346	2,148	15	49,634	352
Mississippi	81	49	1,382	1,060	13	22,841	282
North Carolina	55	24	1,775	1,143	21	29,495	536
South Carolina	48	75	1,371	953	20	24,138	502
Tennessee	93	35	2,248	1,675	18	39,664	426
Texas	245	29	2,581	5,163	21	123,001	502
Virginia	82	39	3,220	1,748	21	39,533	482
Extra-Territorial	3	73	167	26	9	345	115
Total	1,200			21,451	18	506,870	422



SHOWING NUMBER OF SCHOOLS UNDER 100 AND OVER 1,000. ALSO THE LARGEST AND SMALLEST IN EACH STATE—SCHOLASTIC YEAR 1939-40

State	Number Enroll- ing		Number Enroll- ing		Largest With Enrollment	Smallest With Enrollment	
	Schools	Over 1,000	Under 100	Under 100			
Alabama	68	6	7		Murphy High School, Mobile	Jones Valley High, Birmingham	23
Florida	120	12	14		Hillsborough High, Tampa	Miami Military Academy, Miami	21
Georgia	119	9	11		Tech High School, Atlanta	University High, Atlanta	40
Kentucky	145	5	13		Holmes High School, Covington	Bethel College Academy, Hopkinsville	14
Louisiana	141	11	18		C. E. Byrd High School, Shreveport	Louisiana Tech, Ruston	33
Mississippi	81	3	8		Meridian	All Saints', Vicksburg	31
North Carolina	55	7	10		Central Senior High, Charlotte	Peace Preparatory High, Raleigh	24
South Carolina	48	6	1		Greenville High School, Greenville	North Greenville Baptist Academy, Tigerville	75
Tennessee	93	8	11		Knoxville High School, Knoxville	St. Mary's, Memphis	35
Texas	245	33	18		Waco	Kinkaid School, Houston	67
Virginia	82	11	12		John Marshall High, Richmond	Straford Hall, Danville	39
Extra-Territorial	3	0	1		American School Foundation, Mexico	American High School, Buenos Aires	73
					100	167	
Total	1,200	111	124				
Per Cent Total		9.2	10.3				

# The Commission on Institutions of Higher Education\*

*Organized in November, 1917*

At the meeting of the Southern Association in Durham, N. C., 1916, a committee was appointed "To submit a plan at the next meeting of the Association for establishing a Commission to undertake the classification of higher institutions of learning." Professor E. A. Bechtel, Professor E. C. Brooks, Dean H. D. Campbell, Professor J. S. Stewart, and Principal J. T. Wright were appointed on this committee.

The Commission on Institutions of Higher Education was organized at the Atlanta, Georgia, meeting in 1917, with Professor Bert E. Young, Chairman, and Dean H. D. Campbell, Secretary. A complete list of the chairmen and secretaries since the organization appears on page 42 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. Since 1928 meeting-places and officers have been as follows:

- 1928—Fort Worth, Texas. Professor W. D. Hooper, Chairman; Professor A. L. Bondurant, Secretary.
- 1929—Lexington, Kentucky. Professor W. D. Hooper, Chairman; Dean T. H. Jack, Secretary.
- 1930—Atlanta, Georgia. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1931—Montgomery, Alabama. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1932—New Orleans, Louisiana. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1933—Nashville, Tennessee. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1934—Atlanta, Georgia. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1935—Louisville, Kentucky. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1936—Richmond, Virginia. President T. H. Jack, Chairman; President Alexander Guerry, Secretary.
- 1937-1938—Dallas, Texas. Chancellor O. C. Carmichael, Chairman; President Alexander Guerry, Secretary.
- 1938-1939—Memphis, Tennessee. Chancellor O. C. Carmichael, Chairman; Vice Chancellor Alexander Guerry, Secretary.

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\* The Commission consists of forty-five persons, representing colleges and schools, members of the Association.

1939-1940—Atlanta, Georgia. Chancellor O. C. Carmichael, Chairman ;  
Vice Chancellor Alexander Guerry, Secretary.

### OFFICERS 1940

Chairman : President Rufus C. Harris, Tulane University  
Secretary : President C. C. Sherrod, Johnson City State Teachers College  
Executive Council : Chairman and Secretary, *ex officio*; Dean R. H. Tucker,  
Washington and Lee ; President T. H. Jack, Randolph-Macon Woman's  
College ; Vice President Goodrich C. White, Emory University ; President  
R. C. Foster, University of Alabama ; Superintendent Omer Carmichael,  
Lynchburg Public Schools  
Executive Secretary : M. C. Huntley, 924 West Seventh Street, Birmingham,  
Alabama

### MEMBERS OF THE COMMISSION

#### COLLEGE MEMBERS

##### CLASS OF 1940-41 \*

President C. C. Sherrod, State Teachers College, Johnson City, Tennessee  
Dean Paul P. Boyd, University of Kentucky  
President L. H. Hubbard, Texas State College for Women  
Chancellor A. B. Butts, University of Mississippi  
President W. S. Allen, John B. Stetson University  
Dean T. J. Wilson, Jr., University of North Carolina  
Dean J. T. Davis, John Tarleton Agricultural College  
President W. J. McConnell, North Texas State Teachers College  
Registrar Howard McGinnis, East Carolina Teachers College  
President H. W. Caldwell, University of Georgia

##### CLASS OF 1941-42

Professor W. H. Faulkner, University of Virginia  
Dean W. K. Greene, Duke University  
President R. C. Harris, Tulane University of Louisiana  
President J. R. McKissick, University of South Carolina  
Dean T. H. Napier, Alabama College  
Dean J. W. Norman, University of Florida  
President B. L. Parkinson, Mississippi State College for Women  
President R. R. Paty, Birmingham-Southern College

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\* Terms of all members expire with the annual meeting held during the academic year indicated. Terms of the class of 1940-41 expire in 1940 if the meeting is held in December, and in 1941 if the meeting is held in the spring. Similarly, for the other years indicated.—  
EDITOR.

Dean Fred Smith, University of Tennessee

Dean R. H. Tucker, Washington and Lee University

CLASS OF 1942-43

Dean H. E. Jenkins, Tyler Junior College

President H. G. Noffsinger, Virginia Intermont College

President H. N. Sherwood, Georgetown College

President R. C. Foster, University of Alabama

Vice President Goodrich C. White, Emory University

President T. H. Jack, Randolph-Macon Woman's College

President E. M. Gwathmey, Converse College

President Ralph Waldo Lloyd, Maryville College

Registrar E. J. Mathews, University of Texas

Dean John A. Hardin, Centenary College of Louisiana

SCHOOL MEMBERS

CLASS OF 1940-41

Principal W. A. James, Galveston, Texas

President C. R. Endsley, Sweetwater, Tennessee

Superintendent A. C. Flora, Columbia, South Carolina

Superintendent Lee Kirkpatrick, Paris, Kentucky

Assistant Superintendent H. Reid Hunter, Atlanta, Georgia

CLASS OF 1941-42

Principal S. M. Brame, Alexandria, Louisiana

President J. E. Burk, Ward-Belmont School, Nashville, Tennessee

Superintendent Omer Carmichael, Lynchburg, Virginia

Superintendent K. R. Curtis, Wilson, North Carolina

Principal A. J. Geiger, St. Petersburg, Florida

CLASS OF 1942-43

President C. R. Wilcox, Darlington School, Rome, Georgia

Principal S. B. Tinsley, Louisville, Kentucky

Principal Noble Hendrix, Birmingham, Alabama

Superintendent F. W. Murphy, Greenville, Mississippi

Principal C. C. Henson, Isidore Newman School, New Orleans, Louisiana

# Report of the Commission on Institutions of Higher Education

*All meetings were held in the Pompeian Room of the  
Biltmore Hotel, Atlanta, Georgia*

## MEETING OF MONDAY MORNING, APRIL 8, 1940

The meeting of the Commission on Institutions of Higher Education was called to order at 9:15 A.M. by Chairman O. C. Carmichael, presiding. Secretary Guerry called the roll and certified that a quorum was present, commenting on the fact that every member of the class of 1940 had answered the call of his name. The reading of the minutes of the previous meetings of the Commission in 1939 was dispensed with, since the minutes of these meetings had been published in the proceedings of the Southern Association of Colleges and Secondary Schools for 1939, May issue of the *QUARTERLY*.

The Secretary moved that the Chairman of the Commission be authorized to appoint members of the Commission to any committee to fill out the quota of committee members, upon the nomination of the chairman of the committee. President Allen seconded the motion. The motion was passed unanimously.

The Secretary moved that the Commission elect President T. H. Jack of Randolph-Macon College to membership on the Commission for the meetings of 1940 to take the place of the late and beloved Superintendent C. A. Brown. President McCain seconded the motion. The motion was passed unanimously.

Chairman Carmichael announced the appointment of the following committees: Committee on Nominations, President C. R. Endsley, Chairman; President W. S. Allen, and Dean H. E. Jenkins; Committee on the Budget, President James R. McCain, Chairman, President W. J. McConnell, and Vice Chancellor Alexander Guerry.

Chairman Carmichael spoke feelingly about Superintendent C. A. Brown, and expressed his own deep sorrow and that of all members of the Commission in the death of Mr. Brown since the last meeting of the Commission. Chancellor Carmichael requested President T. H. Jack to prepare and present to the Commission a suitable memorial in honor of Mr. Brown.

Chairman Carmichael urged that all committees proceed promptly upon adjournment of the meeting of the Commission to their various duties. He afforded opportunity to the chairmen of committees to make announcements to their committees. Several chairmen made announcements concerning time and place of meeting of their committees and requested appointment of additional members.



Upon proper motion duly seconded, the Commission adjourned to re-assemble Tuesday morning in the Pompeian Room.

Signed: CHANCELLOR O. C. CARMICHAEL, *Chairman*.

VICE CHANCELLOR ALEXANDER GUERRY, *Secretary*.

#### MEETING OF TUESDAY MORNING, APRIL 9, 1940

The meeting of the Commission was called to order at 9:15 A.M. by Chairman Carmichael, presiding. The Secretary called the roll and certified that a quorum was present.

Dean T. H. Napier read the report for the Committee on the Birmingham-Southern Experiment, as follows:

#### ADMISSIONS EXPERIMENT AT BIRMINGHAM-SOUTHERN COLLEGE, 1939-1940

The admissions experiment at Birmingham-Southern College was continued this year under the same regulations as during the preceding years. Previous reports have indicated that each year those admitted under the Special Experimental Plan have established a higher average than that maintained by all students enrolled in the College. The main difference to be noted this year is the fact that those admitted under this plan established an even higher record than those of previous years. The average honor-point ratio for those admitted in 1938 was 1.38; the average for the students admitted under the plan this year is 1.97 (where 2.00 represents a general average of B).

Of the total number of students whose names were submitted by the Birmingham public high school principals for possible admission under this plan, seventeen reported for the tests; twelve of these seventeen were notified that they qualified for admission; and four registered as regular students in the fall of 1939. This is about the same number as have entered in previous years.

During the six years the plan has been tried, a total of twenty-eight students have taken advantage of the privilege of enrolling in college before completing their high school work. The number affected is not, therefore, large enough to increase significantly the college enrollment. It is important, however, to note that this flexibility in admissions requirements—when properly safeguarded—appears to be entirely justified by the results obtained. These young people who have been admitted purely on the basis of having ranked high in the studies they have taken in high school and of satisfactory scores on standardized tests, without any reference whatsoever to the pattern of subjects they have taken in high school, have demonstrated their ability to do better work than the average college student. This experiment appears to confirm previous studies, which have indicated that the pattern of high school subjects carried is not nearly so important as the quality of the work done. The continuance of this plan of admissions at Birmingham-Southern College under the supervision of the Southern Association of Colleges and Secondary Schools is, therefore, recommended.

Since its last meeting, the Southern Association has lost a valued member in the person of Dr. Charles A. Brown, who served as Chairman of the Supervising Committee for the Birmingham-Southern Experiment. Mr. C. J. Going, who has succeeded Dr. Brown in the Birmingham Public School System, is recommended to take Dr. Brown's place on the Supervising Committee.

Dean Boyd moved and Mr. Watkins seconded motion that the report be referred to the Executive Council. The motion was passed unanimously.

Dean P. P. Boyd presented the report on the University of Louisville Experiment, as follows :

REPORT OF COMMITTEE ON THE UNIVERSITY OF LOUISVILLE  
EXPERIMENT TO THE COMMISSION ON INSTITUTIONS  
OF HIGHER EDUCATION OF THE SOUTHERN  
ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS  
April 9, 1940

Your committee submits the following report submitted by Dean J. J. Oppenheimer of the University of Louisville (This is not a complete report, but merely brings up to date, April 1, 1940, the report made previously. A total of 43 cases are now included.):

- 1. *Average Point Standing* throughout college attendance. Experimentals were better in 23 comparisons; controls were better in 19. The average point standing was 1.79 for the experimentals and 1.58 for the controls. (The average point standings of the experimentals who entered in September, 1938, have been corrected and brought up to date. Also, the three experimentals who entered in September, 1939, have been added.)
- 2. *Junior College Courses*. In 350 comparisons (this included 9 new comparisons) of experimentals and controls who took the same Junior College courses :

Experimentals were better	125
were the same	134
were poorer	91

- 3. *Scores on Sophomore Comprehensives* (3 students who entered in 1937 added to the previous study).

Experimentals were :	Better	Same	Poorer
Social Sciences	24	2	17
Humanities	27	2	36
English	28	5	32
History	22	0	21
Science	19	1	23

We admitted three students under the experimental plan in September. Their placement test scores were :

Name	Psychological Score	English Score	Reading Score
Bradshaw, Peggy	.65	.91	.85
Kottke, Elsie	.81	.52	.71
Tinsley, Edith	.60	.68	.58

During the first semester they made the following grades :

<i>Bradshaw</i>		<i>Kottke</i>	
English 101	B	English	B
Chemistry 201	B	Chemistry 201	C
Mathematics 105	A	French 101	A

Biology 201	C	Home Economics 103	B
Social Sciences 101	C	Social Sciences 101	C
Physical Education 101	C	Physical Education 101	B
<i>Tinsley</i>			
English 101	B		
Natural Sciences 101	C		
French 101	C		
Social Sciences 101	C		
English 149	B		
Physical Education 101	B		

J. J. OPPENHEIMER, *Dean*

In a letter President Kent asks whether the Louisville procedure is not on a permanent basis, that is, whether it has not passed the experimental basis. No action to that effect has been taken, but it seems that the time has now come to consider the question.

Under *Standard One* for College of Arts and Sciences and Teachers Colleges the Association provides that ordinarily the requirements for admission shall be graduation from an approved secondary school with the minimum of fifteen units or the equivalent as shown by examination; but the Commission on Institutions of Higher Education may arrange for properly safe-guarded programs with other requirements.

Inasmuch as the University of Louisville has met these conditions and can be depended upon to continue to do so, and inasmuch as the results of admitting properly selected superior students with only three years of the usual four years high school course have shown that these students do as good work as comparable students who are high school graduates and are not handicapped in personal or social development, your committee recommends that the University be authorized to continue the plan without the necessity of making yearly reports.

Respectfully submitted,

DEAN PAUL P. BOYD, *Chairman*

DEAN T. A. HENDRICKS

Dean Boyd moved and Dean Napier seconded motion that the report be referred to the Executive Council. The motion was passed unanimously.

Report was made by the Secretary on the Study of Participation of Freshmen in Intercollegiate Varsity Athletics, as follows:

Your Secretary was instructed by the Council last year to secure information with regard to the participation in Intercollegiate Varsity Athletic contests. For this purpose a form was prepared and mailed out by the Executive Secretary, Mr. M. C. Huntley, to all member colleges, asking these questions:

Athletic conference of which the institution is a member.....  
 .....  
 Number of men students enrolled in the institution.....  
 Varsity teams on which freshmen play.....  
 .....

Replies were received from 97 institutions. They are tabulated as follows: In 67 institutions freshmen do not participate in intercollegiate varsity athletics. In 30 institutions freshmen do participate in intercollegiate varsity athletics.

Chairman Carmichael read the resolution passed by the Commission last year with regard to the new Junior College standards as follows :

*Item No. 6.* That the Commission approve tentatively the Report of the Committee on Standards with regard to Standards for Junior Colleges, that this report be published in the proceedings of this meeting of the Southern Association for study and consideration by members, and that final action be taken at the next meeting of the Association.

He urged all members of the Commission to read the standards and to be prepared for final vote on Wednesday, April 10.

Chairman Carmichael presented the matter of time of annual meeting of the Southern Association and asked the members of the Commission to give this subject thoughtful consideration in order that they may be prepared to express their opinion on this question on Wednesday.

Chairman Carmichael asked the Committees to bring their work to a conclusion by Tuesday evening if possible in order that the Council may make its report to the Commission and in order that the Commission may act upon all questions and matters before the Executive Committee of the Association Wednesday night at 8:00 o'clock.

Mr. Reid Hunter made announcement of the program of entertainment of members of the Association convention in Atlanta.

Upon proper motion duly seconded the Commission adjourned to meet Wednesday morning.

Signed : CHANCELLOR O. C. CARMICHAEL, *Chairman.*

VICE CHANCELLOR ALEXANDER GUERRY, *Secretary.*

## MEETING OF WEDNESDAY MORNING, APRIL 10, 1940

The meeting of the Commission was called to order at 9:15 A.M. by Chairman Carmichael, presiding. The Secretary called the roll and certified that a quorum was present.

President Jack read the resolution and statement in memory of Associate Superintendent C. A. Brown of Birmingham :

This Commission honors itself in paying tribute to the memory of one of its oldest, most efficient, most devoted and beloved members.

With the passing of Charles A. Brown at his home in Birmingham, Alabama, on July 27, 1939, one of the veterans of the Commission has gone.

The Commission was organized in 1917, and for all except two years of that time Charley Brown was a member. For ten years he served on the Executive Council. But it is not because of the length of time that his services were so outstanding but because of the quality of that service. Brown was a quiet man, it was his nature ; he spoke seldom, but not through lack of anything to say. When the time of decision came, Brown knew his own mind and never hesitated to express his convictions. The keenness of his mind, the sanity of his judgment, the sincerity with which he expressed an opinion, the faithfulness with which he performed every duty imposed

on him commanded the respect of his associates, and his fine spirit, his grace of manner, his unpretentious courtesy, his winning personality as a whole drew us to him and caused us to love him.

He was devoted to the principles and ideals of the Association; he attended its meetings regularly; he did more than his share of the work of the Association. Few, if any, men were more respected than he. The Association honored him by electing him to the Presidency in 1930, and he met the heavy responsibilities of this distinguished post with credit to himself and to the Association. He served the Association for four years as a member of its Executive Committee.

As one looks back on the personnel of this Commission for the past twenty years and more, the name of Charles A. Brown stands out as that of one of the ablest, most effective, most devoted members; and those of us who remain, who were privileged to serve by his side will long cherish the memory of his gracious personality and the strength and fibre of his character. Peace be to his ashes.

President Jack moved that the members of the Commission express their approval of the memorial by standing vote. Dean Greene seconded the motion. Every member rose to his feet in silent tribute to Mr. Brown.

Mr. Reid Hunter presented the report for the Committee on the Peabody Experimental Junior College as follows:

#### REPORT OF COMMITTEE ON PEABODY EXPERIMENT

Dr. Roemer informs the Committee that Peabody College now finds it inadvisable to continue the Experiment.

We, therefore, request that the Committee be discontinued.

A. B. BUTTS, *Chairman*

April 10, 1940.

Mr. Hunter moved and President Allen seconded the motion that the report be referred to the Council. Motion was passed unanimously.

Mrs. Frances Cheney made a report to the Commission for the Committee on Libraries:

#### REPORT OF THE LIBRARY COMMITTEE

Copies of the preliminary report of the Library Committee were distributed to members of the Commission before the reading of the report began. Chairman Carmichael thanked Mrs. Cheney for the fine work of the committee and through her the Chairman of the committee, Dr. A. F. Kuhlman, who was unable to be present at the meeting of the Commission.

#### DEVELOPMENT OF SOUND AND PRACTICAL CRITERIA FOR MEASURING THE ADEQUACY OF THE COLLEGE LIBRARY: A PRELIMINARY STATEMENT

A. F. Kuhlman

##### I. POINT OF VIEW

The college library is primarily a means and not an end in itself. Its purpose is to provide the reading and reference facilities necessary to make the educational



program effective. Its books, periodicals, and other resources, its service rendered by the librarian and the library staff, and its working facilities and spaces should be planned and evaluated in the light of the specific aims, purposes and curriculum of a given college.

The essentials of a college library are at least sixfold: (1) adequate resources—books, periodicals, pamphlets, newspapers and other cultural media such as victrola records, music, art objects and films—to help supply the needs for reading, reference, research, and cultural reading and enjoyment; (2) a librarian or library personnel with adequate academic and appropriate technical training and suited for college library work in their personal and administrative traits; (3) effective organization of material through catalogues, reference and index tools, and arrangement and display of material; (4) working facilities, spaces and equipment essential for making the library resources and services effective; (5) complete integration of the library resources and services in the administrative planning and educational effort of the institution, and (6) a budget stable and adequate over a period of years so as to establish such a library.

## II. WHAT ARE APPROPRIATE CRITERIA?

### A. For the measuring of resources?

1. A select list of reference books grouped by subjects  
 Problem :  
 (a) How make and keep that list representative of the best that is available?  
 (b) What per cent of the titles should a library have?
2. A select list of periodicals (*Lyle's List*)  
 Such a list must be continually revised and again the question is what per cent of the periodicals are indispensable?
3. As a measuring rod to book holdings  
*Mohrhardt's List of Books for Junior College Libraries* and *Shaw's Supplement of Books for College Libraries*  
 Problem :  
 (a) Can an accrediting agency demand that either or both be checked?  
 (b) Both have merit as lists from which faculty members might select items for purchase, but many faculty members may know of better titles or titles better suited to their particular purposes.  
 (c) What per cent of books in Shaw and Mohrhardt should a good college library possess?
4. Money spent for books and periodicals during the last three years is a valuable index if shown :  
 (a) By departments  
 (b) For reference works  
 (c) For other materials
5. Titles held (by subjects taught in the college) that were published during the last five years would be a valuable index, but is it practical to demand such information?
6. The North Central Association of Colleges and Secondary Schools in its *Schedule G* raises the following questions on distribution of holdings and expenditures. Is there any merit in such a schedule?  
 "(a) Relation of holdings to purposes and curriculum  
 What evidence is there to show that the holdings of the library reflect the purposes and curriculum of the institutions?"

"What effort, if any, has been made to discover the adequacy and deficiencies of the holdings from the standpoint of courses offered, particularly those courses which have the largest number of students?

"(b) Budgetary procedure

Are funds for the purchase of books and periodicals budgeted by departments?

If so, does the department have final authority to order the purchase of books within its budget?

Is there, in addition to departmental budgets, a general budget from which the librarian can order books useful to several departments?"

B. For measuring of personnel: what standards can be set?

1. Number of full-time staff members
  - (a) Professional
  - (b) Clerical
  - (c) Full-time or part-time
2. Educational preparation
  - (a) Academic
  - (b) Technical
  - (c) Experience—where and at what?
3. Salary schedule
4. Vacation
  - (a) Annual—regular
5. Leaves for professional improvement  
(If so, on stipend?)
6. Opportunity to attend professional meetings  
(To what extent are expenses met?)

C. Effective organization of material for use

1. How can this be measured?
2. Extent of open shelves?

D. Facilities

1. Library building
  - (a) Size—seating capacity and arrangement
  - (b) Book capacity and arrangement
  - (c) Special—for audition of victrola records, visual materials, etc.
2. Others—departmental libraries, etc.

E. Integration

1. Is the librarian a member of the committee on educational policy?
2. Are professional library staff members a part of the faculty?
3. To what extent are books, periodicals, and other purchases of library materials made upon selection and recommendation of faculty members?
4. How and to what extent do faculty members use the reference and circulation service to attain their goals in teaching?
5. To what extent do library staff members collaborate in testing the effectiveness of required reading or the extent and character of student reading?
6. To what extent are subject headings in the catalogue selected for teaching purposes?
7. To what extent and how are students taught in the use of the library?
8. How is cultural—non-curricular—reading provided for and stimulated?

## F. Budget

1. What constitutes an adequate budget for a college library?
2. What per cent should be spent for books, for services, and for supplies?
3. What per cent of the educational expenditures should be for library purposes?
4. Can a fixed sum per student or per faculty member be set up as an adequate budget?

EXPENDITURES OF 301 COLLEGE AND UNIVERSITY LIBRARIES  
OF THE SOUTHEASTERN REGION, 1935-36

## I. OF 46 PUBLICLY SUPPORTED COLLEGES AND UNIVERSITIES

	Total Library Expenditures	Expenditures Per Student
Lowest	\$ 2,080	\$ 2.71
Median	12,131	10.29
Highest	128,906	31.59
Average of lowest quartile	3,435	6.97
Average of second quartile	6,158	8.83
Average of third quartile	19,503	13.50
Arithmetic average		11.95

## II. OF 136 PRIVATELY SUPPORTED COLLEGES AND UNIVERSITIES

	Total Library Expenditures	Expenditures Per Student
Lowest	\$ 78	\$ .045
Median	2,628	8.41
Highest	185,914	205.46
Average of lowest quartile	900	4.07
Average of second quartile	1,657	6.32
Average of third quartile	3,807	11.71
Arithmetic average		12.80

## III. OF 38 TEACHERS COLLEGES AND NORMAL SCHOOLS

	Total Library Expenditures	Expenditures Per Student
Lowest	\$ 350	\$ 1.03
Median	4,595	7.47
Highest	21,527	18.52
Average of lowest quartile	1,901	5.28
Average of second quartile	3,075	6.15
Average of third quartile	7,841	9.45
Arithmetic average		7.97

## IV. OF 81 JUNIOR COLLEGES

	Total Library Expenditures	Expenditures Per Student
Lowest	\$ 118	\$ .039
Median	1,090	6.09
Highest	4,296	33.96
Average of lowest quartile	400	3.11
Average of second quartile	669	4.44
Average of third quartile	1,432	7.37
Arithmetic average		8.39
Arithmetic average for 301 institutions		10.90

Chairman Carmichael presented to the Commission the matter of the adoption of the Junior College Standards. President Noffsinger made a preliminary statement and moved the adoption of the standards with this amendment in Section 8, Financial Support: "student fees or payments," instead of the words "student fees" as printed. Dean Wilson seconded the motion. Motion was passed unanimously.

Chairman Carmichael asked for expressions of opinion of members of the Commission with regard to the time of the annual meeting of the Association by show of hands. The Secretary counted the vote and it was eighteen for the meeting in the spring, fifteen for the meeting in the fall or December.

The Secretary presented the report of the Executive Council:

The Executive Council recommends to the Commission:

1. That Huntingdon College of Alabama be removed from probation and restored to full membership in the Association.
2. That Wesleyan College of Georgia be removed from probation and restored to full membership in the Association.
3. That Brenau College of Georgia be continued on probation and that the Chairman of the Commission write a letter to the President of Brenau specifying certain requirements to be met by the institution.
4. That the Commission urge upon the administration of Alabama Polytechnic Institute the reinstatement of Miss Orr on leave of absence with pay as of February 1 for six months thereafter with the definite understanding that her connection with Alabama Polytechnic Institute will be severed as of August 1, 1940.
5. That the report of the Committee on Non-Members be approved as follows:

Your Committee on Non-Member Colleges submits the following report:

We have interviewed representatives of sixteen Non-Member Colleges. We find that fourteen of the sixteen have made progress toward attaining minimum standard requirements and that eight have made *marked progress*. Two have made no apparent improvement.

Specific weaknesses were pointed out to the representative of each institution and suggestions for improvement were made.

Your Committee recommends that the sixteen colleges be retained on the Non-Member list for another year.

April 9, 1940.

The Secretary moved the approval and adoption of each section after the reading of each section. Each motion was duly seconded and passed unanimously. For the record those seconding each motion were: For Section 1, President Jack; For Section 2, President McConnell; For Section 3, President Allen; For Section 4, President Jack; For Section 5, President Sherwood.

The Secretary moved the approval and adoption of the whole report of the Council. President McCain seconded the motion and the motion was passed unanimously.

Chairman announced that the final meeting of the Commission would be held in the Pompeian Room immediately upon the adjournment of the joint meeting of the Higher Commission and the Commission on Curricular Problems and Research, scheduled for 2:00 p.m. Wednesday. He urged the attendance of all members of the Commission at the final meeting.

Upon proper motion duly seconded the Commission adjourned.

Signed: CHANCELLOR O. C. CARMICHAEL, *Chairman*.

VICE CHANCELLOR ALEXANDER GUERRY, *Secretary*.

#### MEETING OF WEDNESDAY AFTERNOON, APRIL 10, 1940

The meeting of the Commission was called to order at 4:15 p.m. by Chairman Carmichael, presiding. The Secretary called the roll and certified that a quorum was present.

President C. R. Endsley, Chairman, presented the report of the Committee on Nominations as follows:

Chairman of the Commission: President Rufus C. Harris, Tulane University.

Secretary of the Commission: President C. C. Sherrod, State Teachers College, Johnson City, Tennessee.

#### CLASS OF 1942-43\*

##### COLLEGE MEMBERS

Dean H. E. Jenkins, Tyler Junior College

President H. G. Noffsinger, Virginia Interment College

President H. N. Sherwood, Georgetown College

President R. C. Foster, University of Alabama

Vice President G. C. White, Emory University

President T. H. Jack, Randolph-Macon Woman's College

President E. M. Gwathmey, Converse College

President Ralph Waldo Lloyd, Maryville College

\* Terms expire with annual meeting for 1942-43. If the meeting is held in December, 1942, they expire then; if in April, 1943, at that date.—EDITOR.



Registrar E. J. Mathews, University of Texas  
Dean John A. Hardin, Centenary College of Louisiana

#### SCHOOL MEMBERS

President C. R. Wilcox, Darlington School, Rome, Georgia  
Principal S. B. Tinsley, Louisville, Kentucky  
Principal Noble Hendrix, Birmingham, Alabama  
Superintendent F. W. Murphy, Greenville, Mississippi  
Principal C. C. Henson, Isidore Newman School, New Orleans, Louisiana

#### CLASS OF 1941 \*

Superintendent Lee Kirkpatrick, Paris, Kentucky ; *vice* E. K. Smith, resigned

#### COUNCIL OF THE COMMISSION

Chairman and Secretary, *ex-officio*  
President T. H. Jack, Randolph-Macon Woman's College  
Vice President Goodrich C. White, Emory University  
President R. C. Foster, University of Alabama  
Dean R. H. Tucker, Washington and Lee University  
Superintendent Omer Carmichael, Lynchburg, Virginia Public Schools

President Endsley moved the adoption of the report and the election of the officers of the Commission, the new members of the Commission, and the members of the Executive Council, as nominated. Dean Boyd seconded the motion. The motion was passed unanimously, the Secretary so recorded the vote, and the Chairman declared the officers, the new members of the Commission, and the members of the Executive Council duly chosen by the Commission, and to be presented to the Executive Committee of the Association and to the Association for election.

The Secretary of the Executive Council presented the report of the Executive Council to the Commission as follows :

The Executive Council recommends to the Commission on Institutions of Higher Education :

- A. 1. That Asbury College of Wilmore, Kentucky, be admitted to membership in the Southern Association, and
2. That Elon College of North Carolina and St. Mary's University of Texas be retained on the non-member list, and
3. That special studies be authorized for the University of Tampa, Florida, and for Scarritt College of Tennessee, according to the recommendation of the Committee on New Members.
- B. 1. That the following be inserted as the first paragraph of Standard 20, Maintenance of Educational Ideals :

"In determining the fitness of an institution to meet the requirements of the Association, due consideration shall be given to the type of the institution, its announced purposes and objectives, and the relation between its resources and its educational undertakings," and

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\* Term expires with annual meeting for 1940-41.—EDITOR.

- 2. That the preamble for the Statement of Standards is an essential part of the whole and is to be printed always with the standards, and
- 3. That the salary of instructors be set at \$1,200 a year, as previously voted, instead of \$1,000 as erroneously printed, according to the recommendation of the Committee on Standards.
- C. 1. That Sullins College of Virginia and Sacred Heart College of Kentucky be placed on starred list for failure to meet fully one or more standards of the Association, and
- 2. That Andrew College of Georgia be continued on probation for one more year and that a comprehensive survey of the institution be made in the coming year, and
- 3. That Pearl River Junior College of Mississippi be removed from probation and restored to full membership in the Association, and
- 4. That the following Junior Colleges be admitted to membership in the Association :
  - Texas Lutheran College, Seguin, Texas
  - Georgia Military College, Milledgeville, Georgia
  - Armstrong Junior College, Savannah, Georgia
  - Jones County Junior College, Ellisville, Mississippi
- 5. That Whitworth College of Brookhaven, Mississippi, be allowed to resign from Association as requested, according to the recommendation of the Committee on Junior Colleges.
- D. 1. That the Committee on the Peabody Experiment be discharged since the Peabody Experimental Junior College is being discontinued.
- 2. That the University of Louisville and Birmingham-Southern College be allowed to continue for five years their experiment of the admission of especially qualified high school students according to their present plan, without the necessity of making annual reports.
- E. 1. That the Athletic Conferences requesting privilege of playing freshmen in inter-collegiate varsity football be granted this privilege for another year, and that the Committee on Reports be asked to make recommendations next year concerning the participation of freshmen in varsity intercollegiate athletic contests.
- F. 1. That the following budget be approved for 1940-41 for the Commission on Institutions of Higher Education :

For	Budget
Committee on Reports	\$ 300.00
Junior College Committee	300.00
Salary, Executive Secretary	4,800.00
Salary, secretary to above	1,400.00
Extra secretarial expense	200.00
Report forms and other printing	300.00
Supplies	300.00
Travel	1,000.00
Contingent	300.00
Total	\$ 8,900.00

- G (I). That the report of the Committee on Reports be adopted as follows :  
During the past two days the Committee on Reports has had before it the repre-

sentatives of thirty-one member institutions which were asked to confer with the Committee during its sessions here in Atlanta.

In addition, a large number of reports from other member institutions were considered at the preliminary meeting of the Committee in Birmingham on February 16-17.

The Committee is very much gratified at the improvement shown by practically all of the member colleges which were asked to report either at Birmingham or at Atlanta. A commendable spirit has been exhibited by these institutions in meeting the standards that have been emphasized by the Committee during the past several years.

The extent of these improvements is evidenced by the number of member institutions which have been restored to good standing in the Association.

For the coming year the minimum standards used by the Committee will continue as follows:

1. The percentage of the faculty without advanced degrees not to exceed twenty;
2. The faculty-student ratio not to exceed twenty students to one full-time faculty member;
3. The teaching load not above sixteen hours;
4. Minimum faculty salaries: For professors, \$2,700; for associate professors, \$2,100; for assistant professors, \$1,800; for instructors, \$1,200;
5. Minimum expenditure for books and periodicals, \$4.00 per student;
6. Minimum expenditure of \$150 per student for instructional purposes;
7. Percentage income from student fees not to exceed 65 per cent of the educational expenditures;
8. Per capita student debt not to exceed \$350. The Committee wishes to emphasize, however, that these working standards are minimum standards and the member institutions are urged, as soon as possible, to reach the actual standards as approved by the Association at its meeting at Memphis in 1939. These standards should be carefully studied so that every member institution is familiar with them.

The Committee recommends the following policies for the session of 1940-41:

1. That a school that is starred be considered as holding conditional membership in the Association; that a school holding such conditional membership for a period of two consecutive years shall be placed on probation. Schools which have held conditional membership in the Association for a period of two or more consecutive years prior to the April, 1940, annual meeting, shall be placed on probation in 1941 unless the condition in the meantime shall have been removed. Beginning with the April, 1940, meeting of the Association, an institution on probation for two consecutive years thereafter is subject to exclusion from membership.
2. That each institution holding conditional membership, or on probation, shall file a complete report annually until such defective status is removed.
3. That for the session of 1940-41 the Committee ask from each member institution a complete statement of its indebtedness, including its indebtedness to the various agencies of the Federal Government; and that the Committee shall also ask from each member institution a complete report on its library and its use, including holdings based on the new check lists for reference books and periodicals now in process of completion. Member institutions are urged to hold a substantial percentage of these titles.
4. That for the session of 1941-42 a study of faculty and students be made;

5. That for the session of 1942-43 there be a study of the finances of each member institution ;
6. That the Commission give its attention to Standard Number 13 governing college athletics and make an investigation of conditions prevailing under this standard.

(II). The Committee recommends the following changes in the status of the member institutions ;

1. That the University of Richmond be removed from probation and restored to good standing ;
2. That Louisiana College be removed from probation but, because of failure to meet one or more standards of the Association, be given conditional membership ;
3. That Lynchburg College and Trinity University be continued on probation ;
4. That Judson College and Baylor University be placed on probation for failure to meet standards ;
5. That the following institutions be continued on the conditional membership list for failure to meet one or more standards of the Association :
  - Emory and Henry College
  - Hardin-Simmons University
  - Newberry College
  - Spring Hill College
  - Texas Technological College
6. That Southwestern Louisiana Institute be placed on the conditional membership list for failure to meet one or more standards of the Association ;
7. That the following institutions be removed from conditional membership and restored to good standing :
  - Clemson College
  - Erskine College
  - Howard College
  - Lenoir-Rhyne College
  - Limestone College
  - Lincoln Memorial University
  - Louisiana Polytechnic Institute
  - Mary Hardin-Baylor College
  - Maryville College
  - Mercer University
  - Meredith College
  - Millsaps College
  - Morehead State Teachers College
  - Murray State Teachers College
  - Southwestern University
  - Texas Christian University
  - Texas College of Arts and Industries
  - Transylvania College
  - Union College
  - University of Alabama
  - University of Mississippi
  - Western Kentucky State Teachers College

H. The members of the Association have been shocked by the unprecedented dishonesty and corruption on the part of certain former officers of Louisiana State University. These matters are so vital in the life of an institution and in the main-

tenance of standards by our Association that nothing short of expulsion from membership would be possible if steps looking toward the correction of all the troubles had not been taken voluntarily by the new administration before this annual meeting. The Special Committee appointed to investigate thoroughly the whole situation reports favorably on the work already done by the acting administration in spite of the strenuous political upheaval that has taken place within the State.

In view of the facts above and the further fact that the Board of Supervisors is not fully organized and the question of the selection of a President with more than an acting status has been postponed ;

The Executive Council recommends :

That Louisiana State University be placed on probation, and

That the Special Committee of the Association be continued, with instructions to keep in close touch with the Louisiana developments and to report to the Council of the Commission if the University fails to organize and to proceed on a sound educational basis rather than on political considerations.\*

That further action on the relation of the University to the Association by the Association be deferred until a further report from the Special Committee may be secured.

I. In view of the general situation in Louisiana, the Executive Council recommends :

That the function of the Committee on Louisiana State University include a special study and investigation of Louisiana Polytechnic Institute and Southwestern Louisiana Institute, and

That this Committee make a report to the Council as developments require.

The Secretary moved the approval and adoption of each section after the reading of each section. Each motion was duly seconded and each motion was passed unanimously by the Commission except that Section H was approved and adopted by the Commission with two dissenting votes. When Section H was read and motion was made and seconded for its approval and adoption, Dean Frey of the Louisiana State University asked that Acting President Hebert be accorded the privileges of the floor and the opportunity to speak. The Chairman granted this request. President Hebert spoke against the recommendation of the Executive Council that Louisiana State University be placed on probation. He reviewed the constructive measures which he and his administration had taken since he assumed office, stated that Louisiana State University was meeting the requirements of the Association, and expressed his conviction that Louisiana State University should not be placed on probation. Secretary Alexander Guerry spoke in support of the recommendation of the Council with regard to Louisiana State University.

Chancellor Butts stated that he would not vote on the recommendation of the Council with regard to Louisiana State University, since one part of the recommendation carried the provision that the Special Committee be continued for further study and report and that he was a member of the Committee.

\* For supplementary statement by the Executive Committee of the Association, see pages 221 to 222, this issue of the QUARTERLY.—EDITOR.



The Chairman put the motion and the motion was passed that the recommendation of the Council with regard to Louisiana State University be approved and adopted.

For the record, those seconding each motion in support of each section of the recommendations of the Council were as follows :

- For A, President McConnell
- For B, President Sherrod
- For C, Dean Boyd
- For D, President Sherwood
- For E, President Sherwood
- For F, Dean Jenkins
- For G, Part I, President Parkinson  
Part II, Principal Janer
- For H, President McConnell
- For I, President Sherwood

The Secretary moved the approval and adoption of the whole report of the Council. Mr. Watkins seconded the motion. The motion was passed and report was approved and adopted.

Chairman Carmichael presented President R. C. Harris of Tulane University to the Commission as its new and duly elected Chairman. President Harris thanked the Commission for the honor of his election and promised to discharge the duties of his office to the best of his ability.

Chairman Carmichael expressed his gratitude to the members of the Commission for their considerations and helpful and friendly coöperation during his term of office as Chairman of the Commission.

Upon proper motion duly seconded the Commission adjourned.

Signed : CHANCELLOR O. C. CARMICHAEL, *Chairman*.

VICE CHANCELLOR ALEXANDER GUERRY, *Secretary*.

# The Commission on Curricular Problems and Research

*Organized by the Association in December, 1935*

## OFFICERS 1940-1941

- Chairman : Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia
- Secretary : Lawrence G. Derthick, Assistant Superintendent of Schools, Nashville, Tennessee
- Executive Committee : Doak S. Campbell, Dean, George Peabody College for Teachers, Nashville, Tennessee ; Edgar W. Knight, Professor of Education, University of North Carolina, Chapel Hill, North Carolina ; P. A. Roy, S.J., President, Loyola University, New Orleans, Louisiana ; William S. Taylor, Dean, College of Education, University of Kentucky, Lexington, Kentucky ; H. V. Cooper, Superintendent, Vicksburg, Mississippi.

## MEMBERS FROM INSTITUTIONS OF HIGHER EDUCATION

	<i>Term Expires</i>
Zebulon Judd, Dean, Alabama Polytechnic Institute, Auburn, Alabama	1941*
William S. Taylor, Dean, College of Education, University of Kentucky, Lexington, Kentucky	1941
K. J. Hoke, Dean, Department of Education, College of William and Mary, Williamsburg, Virginia	1941
A. R. Mead, Director of Training School, University of Florida, Gainesville, Florida	1942
Harry Little, Dean, Georgia State College for Women, Milledgeville, Georgia	1942
P. A. Roy, S.J., President, Loyola University, New Orleans, Louisiana	1942
Edgar Knight, Professor of Education, University of North Carolina, Chapel Hill, North Carolina	1942
W. H. Washington, Dean, Clemson College, Clemson, South Carolina	1942
†S. B. Hathorn, Director of Instruction, Mississippi State College, State College, Mississippi	1943
H. P. Parlin, Dean, College of Liberal Arts, University of Texas, Austin, Texas	1943

\* Or on the adjournment of the annual meeting for the academic year 1940-41. If the meeting is held in December, these terms expire December, 1940, and so on.—EDITOR.

† Deceased.

Roscoe E. Parker, Professor of English, University of Tennessee, Knoxville,  
Tennessee 1943

## MEMBERS FROM SECONDARY SCHOOLS

W. G. Rose, Supervisor Intermediate and High Schools, Knox County,  
Knoxville, Tennessee 1941  
W. F. Loggins, Superintendent, Sumter, South Carolina 1941  
Fred Alexander, Director of Negro Education, State Department of Educa-  
tion, Richmond, Virginia 1941  
R. L. Carter, Director of Instruction, Hillsborough County, Florida 1942  
H. V. Cooper, Superintendent, Vicksburg, Mississippi 1942  
Ben Wiseman, Principal, Highland Park, Dallas, Texas 1942  
K. J. Clark, Principal, Mobile High School, Mobile, Alabama 1943  
Sam Gardner, Principal, Griffin High School, Griffin, Georgia 1943  
W. T. Rowland, Jr., Assistant Superintendent, Louisville, Kentucky 1943  
Quinton Holton, Principal, Durham High School, Durham, North Carolina  
1943  
S. G. Lucky, Principal, Bastrop High School, Bastrop, Louisiana 1943

## MEMBERS AT LARGE

*Term**Expires*

Doak S. Campbell, Dean, George Peabody College for Teachers, Nashville,  
Tennessee 1941  
W. C. Jones, Dean, Eastern Kentucky State Teachers College, Richmond,  
Kentucky 1941  
J. C. Mathews, Director of Training School, North Texas State Teachers  
College, Denton, Texas 1941  
Gordon Singleton, President, Mary Hardin-Baylor College, Belton, Texas  
1941  
R. E. Wager, Head of Department of Education, Emory University, At-  
lanta, Georgia 1942  
Lawrence G. Derthick, Assistant Superintendent of Schools, Nashville,  
Tennessee 1942  
Walter D. Cocking, Dean, School of Education, University of Georgia,  
Athens, Georgia 1943  
Ralph L. Eyman, Dean, School of Education, Florida State College for  
Women, Tallahassee, Florida 1943

# Report of the Commission on Curricular Problems and Research

MEETING OF TUESDAY MORNING, APRIL 9, 1940

DR. HENRY H. HILL, Superintendent of Schools, Lexington, Ky., Presiding

GENERAL THEME : *The Southern Association Study in Colleges and Secondary Schools*

This conference was planned for the purpose of acquainting the members of the commission and other interested persons with the progress of the Study, to give them liberal opportunity to participate in the consideration of its future direction. Members of the staff were present to assist in the discussion.

1. The Study in the Schools :
  - Nature of work
  - Progress of work
2. The Education of the Teacher through Summer Conferences :
  - Nature of organization
  - Quality of the work

This program was informal, without set papers, and consisted of questions, answers, and discussions by members of the Commission, of the Advisory Council, of the faculties of the participating schools. The following took part from the staff and from the participating schools :

## STAFF

Dr. Druzilla Kent  
Dr. Mildred English  
Dr. V. M. Sims

## PARTICIPATING SCHOOLS

Ben Wiseman, Highland Park, Dallas, Texas  
Miss Jennie Ramsey, Benham, Kentucky  
John Dotson, Benham, Kentucky  
W. H. Shaw, Sumter, South Carolina  
W. G. Weigel, Radford, Virginia  
V. M. Mulholland, Greenville, North Carolina  
Joe McCauley, Benham, Kentucky  
Ethel Adams, Moultrie, Georgia  
A. B. Crawford, Lexington, Kentucky  
J. W. Gaddy, Goldsboro, North Carolina

## REPORT OF SOUTHERN ASSOCIATION CONFERENCE

By DR. FRANK C. JENKINS, *Director of the Study*

The Southern Association Conference will be held on the campus of Eastern Kentucky State Teachers College, Richmond, Kentucky, July 17-August 24. Approximately 200 teachers and principals from the thirty-three participating schools will attend the Conference. Arrangements have been made with Kentucky Eastern for living quarters, meals, workrooms, library services, and other needed facilities for the Conference. Additional library materials and secretarial services will be supplied by the Study.

A staff of eighteen members, most of whom have had the experience of two Southern Conferences, has been secured to work with teachers and principals who attend. Schools having fewer than twelve teachers will send five representatives including principal or superintendent, schools having twelve to thirty-five teachers will send six representatives, and schools having more than thirty-five teachers will send seven representatives. Half of the expenses for room and meals and a travel allowance of two cents a mile one way for each representative will be paid by the Southern Study. Arrangements will be made with the University of Kentucky for recording and transferring credit.

Between now and June 1, an effort will be made to get a statement of the problems and plans of each secondary school. These plans should represent the thinking of the entire secondary school staff and indicate what the staff will expect its representatives at Richmond to work on, and serve largely as a basis for a report of progress of what is done by the representatives at Richmond. Should it seem wise to make any considerable change in plans the Richmond group would correspond concerning anticipated changes with the teachers not present at Richmond.

Plans were made at Chapel Hill for one or two Southern Study staff members to meet with school faculties for three or four days before the formal opening of school and to remain for a week or more after the formal opening. The purpose of these meetings was to acquaint all teachers of a school with what had been done at Chapel Hill, to critically review plans made there, to furnish an opportunity to consider modifications, and to work out any necessary understandings and agreements for putting plans immediately into effect. Such meetings were called Pre-Session Conferences. There is some evidence that they accomplished the purpose for which they were intended. Plans have been made for the fall of 1940 for holding ten such meetings almost immediately following the close of the Southern Association Conference at Richmond.

## CO-OPERATING INSTITUTIONAL CONFERENCES—1940

By DR. FRANK C. JENKINS, *Director of the Study*

Representatives of the University of Alabama, the University of Florida, and the University of Tennessee at the Memphis meeting of the Southern Association, March, 1939, requested the Executive Committee of the Commission on Curricular Problems and Research to furnish Southern Study staff services to them for holding conferences during the first half of the summer of 1939. Staff services not exceeding \$500 were granted by the Executive Committee to the University of Tennessee and the University of Florida.

Before the close of the summer of 1939 it was evident that there would be a number of requests for the Southern Study to furnish staff services to Southern colleges during the summer of 1940. It was hoped that the number of such requests could



be limited to three or four in order that sufficient staff services might be available. Early in the fall, nine requests were presented and granted, and plans were made for the Southern Study to coöperate with the following institutions in summer conferences:

University of Alabama  
University of Florida  
Florida State College for Women  
Georgia State College for Women  
University of Kentucky  
North Texas State Teachers College  
Peabody College  
University of Tennessee  
College of William and Mary

Since it was obviously impossible for the small staff of the Southern Study to service nine summer conferences, plans were made for representatives of each of the nine colleges to work with Southern Study staff members in a leadership conference during the Spring of 1940.

The Southern Association Leadership Conference had its first meeting in Atlanta, January 19-20. Representatives of the Universities of Alabama, Florida, Kentucky, and Tennessee; Florida State College for Women, Georgia State College for Women, Peabody College, North Texas State Teachers College, and the College of William and Mary met with members of the staff of the Southern Study to consider things that might be done in order to better prepare for their summer conferences. The college representatives would return to their respective institutions and organize a planning or steering committee consisting of key people at each institution (where this had not already been done). It was agreed that after these planning committees had been organized that they would re-think summer conference plans developed by each institution and give consideration to ways of preparing to carry out these plans. It was agreed further that revised plans for the summer conferences and plans to be carried out in preparation for the summer conferences would be brought by a representative of each institution to Williamsburg, Virginia, February 2-3.

Representatives of the colleges met at Williamsburg February 2-3, submitted modified plans for the summer conferences, and made a statement of needed provisions for carrying out plans in preparation for these conferences.

The college representatives who met at Williamsburg agreed on four general procedures which constitute the main work of the Southern Association Leadership Conference:

A. *Co-operative work in the thirty-three Southern Study Schools*

This procedure provides opportunity for a limited number of staff members from the coöperating institutions to work with Southern Study staff members in the thirty-three schools over a period of approximately three months. The initial step in this procedure should take the form of a conference at the headquarters of the Southern Association Study.

B. *General Conference*

A working conference of one week of staff groups (approximately fifty), coöperating institutions, and Southern Study staff to be held at the Southern Study headquarters or some other convenient center. This conference should be held during the latter part of May.

C. *Local Staff Conferences*

Conferences to be held by the coöperating institutions with one or more Southern Study staff members participating.

D. *Local School Visitation*

This procedure provides opportunity for staff members of coöperating institutions to work with the schools which will participate in their summer conferences.

## PEABODY CONFERENCE—NASHVILLE, TENNESSEE

*March 18-26, 1940*

In keeping with provisions made at Williamsburg for a conference at the headquarters of the Southern Association Study (Item A above), the following college representatives and staff members of the Southern Study met in the Curriculum Laboratory at Peabody College Monday morning, March 18, at nine o'clock:

†F. C. Jenkins, *Director*

†Charles L. Boye, *Staff*

*University of Alabama*

R. W. Cowart—Director of Teacher Training

\*V. M. Sims—Psychology

James Chrietzberg—Principal, Holtville High School

\*E. A. Waters—Science

R. E. Tidwell—Examination Director

*University of Florida and Florida State College for Women*

†Robert S. Fleming—Staff

Mrs. Margaret Boutelle—University of Florida, Social Studies and English

Mrs. Dora Skipper—F. S. C. W., Director of Demonstration School

*Georgia State College for Women*

Harry A. Little—Director of Education

Katherine Butts—Fourth Grade Teacher

Mary Lee Anderson—Principal of High School

*University of Kentucky*

John A. Dotson—Superintendent, Benham High School

Ronella Spickard—Home Economics

W. R. Tabb—Agriculture

*Peabody College*

C. W. Knudsen—Secondary Education

Henry Harap—Curriculum

Doak S. Campbell (Visitor)

*University of Tennessee*

\*Druzilla Kent—Home Economics

R. E. Parker—English

N. E. Fitzgerald—Agriculture

S. E. T. Lund—Education

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† Full-time Member of Southern Study Staff.

\* Part-time Member of Southern Study Staff.

*North Texas State Teachers College*

\*J. C. Matthews—Director of Teacher Training

Wayne Adams—Industrial Arts

†G. H. Holloman—Mathematics, Science, Member of Staff

*College of William and Mary*

George Armacost—Education

Helen Foss Weeks—Mathematics

Mary Wall Christian—Art

The first day and a half of the conference was given to a consideration of how the group would work and the things that they would like to do. A different chairman was selected to preside over each morning, afternoon, and evening meeting. A different committee was selected each day for preparing the schedule of the following day. Stenographic notes were kept of nearly all meetings. The following is a list of things that representatives indicated they wanted to do during the conference:

1. To consider what the ultimate purposes of the nine conferences are—specifically, what are the abilities we want the teachers to increase or get as a result of the nine summer conferences?
2. To consider ways and means or appropriate experiences for attaining these purposes.
3. To consider means of appraising the entire procedures involved.
4. To plan and set dates for the May meeting.
5. To make plans while here for the conferences to be held at various institutions between now and June 1.
6. To obtain information concerning what the thirty-three schools are attempting—what problems they are facing and how they are meeting them.
7. To re-think this whole matter as to what we can do between now and June to most effectively conduct these nine summer conferences.
8. To consider plans for an institution to do follow-up work.
9. To consider the types of services and facilities available at each institution that might aid in achieving purposes.
10. To consider the role of the staff and chairman.
11. To consider ways of working most effectively in schools visited (the thirty-three schools and schools cooperating with the institutions).
12. To consider what the schools that are cooperating in the nine summer conferences can do to get ready for the summer conferences.
13. To consider what materials (from other conferences, workshops, etc.) are available and how obtained.
14. To consider what physical accommodations and other facilities are available for living, work, and play.
15. To explore relationships that might exist between the conference and the laboratory schools with mutual profits.
16. To consider how to work with P. T. A., school boards, and other groups that might participate in the conferences for a short period of time.
17. To consider means of appraising this conference.

Provision was made for the evaluation of the Peabody Conference by a committee composed of Charles L. Boye, Chairman; John A. Dotson, Mrs. Dora Skipper, Miss Mary Wall Christian, and N. E. Fitzgerald. The work of evaluation will compre-

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\* Part-time Member of Southern Study Staff.

† Full-time Member of Southern Study Staff.

hend not only the Peabody Conference, March 18-26, but visits to schools and later conferences held prior to June 1, the coöperating summer conferences, and changes brought about in secondary schools and colleges as a result of the nine summer conferences. Plans were made Saturday for visiting Peabody Demonstration School Monday and Tuesday, March 25 and 26, and a schedule was worked out for visiting participating Southern Association secondary schools. These visits will be followed up by conferences at the various colleges, the large group conference late in May, and staff meetings of each group to be held early in June.

#### SUMMER CONFERENCE PLANS

Each of the coöperating colleges has made tentative plans for the summer conferences. These are being modified as it seems advisable. Many differences exist in these plans. The University of Alabama and North Texas State Teachers College will have teachers and pupils present. The University of Alabama will have several representatives from twelve Alabama schools. Approximately all the teachers and all the pupils of one school will attend the Texas conference. All of the teachers, both elementary and high, from twelve schools will be at the University of Florida and at Florida State College for Women. Georgia State College for Women will have several representatives from each of ten Georgia schools. Those attending the other conferences will come largely from the high schools. The Peabody College group will consist of teachers from one school in each of five states. The conference at the College of William and Mary will be conducted in coöperation with the work of the counselors of the Virginia Curriculum Program.

Approximately the following number will attend each conference:

University of Alabama	100
University of Florida	175
Florida State College for Women	175
Georgia State College for Women	90
University of Kentucky	50
North Texas State Teachers College	60
Peabody College	30
University of Tennessee	100
College of William and Mary	60

A record of the work of each coöperating conference will be kept and a detailed report including a careful evaluation of the work done will be made to the Executive Committee of the Commission on Curricular Problems and Research.

#### MEETING OF TUESDAY AFTERNOON, APRIL 9, 1940

The Commission on Curricular Problems and Research held a business session beginning at 2:00 p.m., Tuesday, April 9, 1940, at the Atlanta Biltmore Hotel with Dean K. J. Hoke, Chairman, presiding and seventeen members of the Commission and twenty-three visitors present.

The Chairman gave a summary of the report on the work of the Commission to be made at the general meeting of the Southern Association. He mentioned particularly the budget and expenditures from the various grants handled by the Executive Committee of the Commission.

## COMMISSION BUDGET—MARCH 31, 1939-MARCH 27, 1940

	Received	Expended
Balance	\$ 334.68	
Expenses of the Commission Travel	1,000.00	\$ 1,528.29
Secretarial help, etc.		209.80
Conferences	1,500.00	113.45
Contingent		500.00
Totals	\$ 2,834.68	\$ 2,351.54
Balance on Hand		483.14
Grand Totals	\$ 2,834.68	\$ 2,834.68

The Commission went on record requesting the Executive Committee to carry the balance of \$483.14 over to the new fiscal year. It also reported to the Committee the following budget for grants received by authority of the Executive Committee, from the General Education Board for summer conferences, 1940, and from the Commission on Regional Resources and Education for preparation of regional materials to be used at the institutions indicated (Tennessee, Kentucky, Peabody).

## BUDGET FOR GRANTS

RECEIVED BY AUTHORITY OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION  
FROM THE GENERAL EDUCATION BOARD FOR SUMMER CONFERENCES, 1940

- I. Southern Association Summer Conference, 1940 (To be held at Eastern Kentucky State Teachers College, July 17-August 28, 1940)
  1. Salaries for Instructional Staff \$ 6,700.00
  2. Office Expense, Secretarial Help and Supplies 800.00
  3. Supplies for Materials Bureau 700.00
  4. Expenses of Principals and Teachers 8,300.00
  5. Contingent Fund 1,000.00

Total \$ 17,500.00
- II. State Conferences at \$ 15,000.00
  - College of William and Mary
  - University of Kentucky
  - George Peabody College
  - University of Alabama
  - Georgia State College for Women
  - University of Tennessee
  - University of Florida
  - Florida State College for Women
  - North Texas State Teachers College



III. Pre-Session Conferences	\$ 2,500.00
IV. Teacher Education Centers*	15,000.00
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Grand Total	\$ 50,000.00
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## BUDGET FOR REGIONAL MATERIALS

	Receipts	Expenditures
From the Commission on Regional Materials and Education	\$ 3,000.00	
University of Tennessee		\$ 2,000.00
To prepare materials as the need for them arises in connection with summer and other conferences		
University of Kentucky		500.00
To give additional help to their present staff already engaged in preparing such materials		
George Peabody College		500.00
To add to the publications which they are now preparing and distributing		
	<hr/>	<hr/>
Totals	\$ 3,000.00	\$ 3,000.00
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It was moved by Dr. Campbell, seconded by Dr. Hill, and carried to instruct the Chairman to request, through the Executive Committee, that the Southern Association:

1. Approve the continuation of the Southern Association Study in Colleges and Secondary Schools;
2. Continue the present appropriation of \$2,500.00 for the work of the Commission;
3. Authorize this Commission to take the necessary steps to apply to the General Education Board for a further grant with which to continue the work of the study. The present grant expires in July, 1941, and any budgets for the extension of the study must be considered before the next meeting of the Southern Association.

Superintendent H. H. Hill, as Chairman of the Nominating Committee, composed of Ben Wiseman, H. L. Garrett, and himself, nominated the following to be recommended to the Executive Committee of the Association for election as new members of this Commission:

The Commission nominates the following new members for three years:

*From Institutions of Higher Education*

- S. B. Hathorn, Director of Instruction, Mississippi State College. Replaces Dean Farquar, Mississippi. Term expired.
- H. P. Parlin, Dean, Liberal Arts, University of Texas. Replaces Dr. McElhannon, Texas. Term expired.

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\* For education of leaders for the Study.

Roscoe E. Parker, Professor of English, University of Tennessee. Replaces Mr. Derthick, who because of change of position was transferred to At Large, replacing Dean Garrett. Term expired.

*From Secondary Schools*

K. J. Clark, Principal, Mobile (Alabama) High School. Replaces Dr. Banks, Alabama. Term expired.

Sam Gardner, Principal, Griffin (Georgia) High School. Replaces Mr. Bryant, Georgia. Term expired.

W. T. Rowland, Jr., Assistant Superintendent, Louisville, Kentucky. Replaces Superintendent Hill, Kentucky. Term expired.

Quinton Holton, Principal, Durham (North Carolina) High School. Replaces Principal Garringer, North Carolina. Term expired.

S. G. Lucky, Principal, Bastrop (Louisiana) High School. Re-elected. Began December, 1936.

*At Large*

Walter D. Cocking, Dean, School of Education, University of Georgia. Re-elected. Began December, 1936.

Ralph L. Eyman, Dean, School of Education, Florida State College of Women. Replaces Superintendent Hall. Term expired.

Lawrence G. Derthick, Assistant Superintendent of Schools, Nashville, Tennessee. Because of a change of position, is changed from a representative from Higher Institutions to At Large to replace Dean Garrett. Term expired. Mr. Derthick's term will expire in 1942.

The Secretary, as instructed by unanimous vote, cast the ballot of the Commission for those named.

Superintendent Hill then recommended, from the nominating committee, the following members to serve as the Executive Committee of the Commission :

Chairman: Dean K. J. Hoke

Secretary: Assistant Superintendent L. G. Derthick

Members: Dean Doak S. Campbell, President P. A. Roy, Dr. Edgar Knight, Dean W. S. Taylor, Superintendent H. V. Cooper

On unanimous vote, the Secretary cast the ballot of the Commission for those nominated.

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Wednesday, April 10, 1940

9:30 A.M.

Ballroom, Atlanta Biltmore Hotel

Joint Meeting with Commission on Secondary Schools\*

Supervisor J. W. O'Banion, Chairman of Commission on Secondary Schools, Presiding

THEME: *Evolving Concepts Affecting the Work of Southern Secondary Schools.*

Illustrated by:

1. "The Benham, Kentucky, High School at Work"—John A. Dotson, Superintendent; Miss Julia Chick, Teacher of Home Economics; J. L. McCauley, Teacher of Mathematics; Miss Jennie Ramsey, Teacher of English and Social Studies
2. "State High School Supervision"—R. R. Vance, Tennessee State High School Supervisor, Nashville, Tennessee
3. "The Preparation of Teachers"—Doak S. Campbell, George Peabody College. Discussion led by J. L. B. Buck, Director of Instruction, State Board of Education, Richmond, Virginia, and Miss Ethel Adams, Principal Moultrie High School, Moultrie, Georgia
4. Announcements
5. Adjournment

2:00 P.M.

Pompeian Room, Atlanta Biltmore Hotel

*Joint Meeting with Commission on Institutions of Higher Education*

Chancellor O. C. Carmichael, Chairman of Commission on Institutions of Higher Education, Presiding

THEME: *The Southern Association Study in Colleges and Secondary Schools*

1. "The Education of the Teacher"—Dr. Roscoe E. Parker, Professor of English, University of Tennessee
2. "Education in the Secondary Schools of the South"—Dr. Howard W. Odom, Professor of Sociology, University of North Carolina
3. "Education in the Higher Institutions of the South"—Dr. Herbert E. Hawkes, Dean, Columbia College, Columbia University.

These addresses will appear in the August issue of the QUARTERLY.

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\* For report of this meeting see pages 262 to 264, this issue.—EDITOR.

# Constitution and Standards of the Southern Association

## CONSTITUTION

### ARTICLE I

#### NAME AND OBJECT

Section 1. The Association shall be called the Southern Association of Colleges and Secondary Schools.

Sec. 2. The object of this Association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the Association, and to consider all subjects that tend to the promotion of their interests.

### ARTICLE II

#### MEMBERSHIP AND VOTING

Section 1. The members of this Association shall consist of three classes: first, institutions of higher education; second, secondary schools; and third, state departments of education.

Sec. 2. State departments of education, upon application and upon recommendation of the Executive Committee, and institutions accredited by the Commissions of the Association, when approved by the Association, become members of this Association.

Sec. 3. Persons engaged in the work of teaching in or administration of an institution which is a member of this Association and representatives of state departments of education which are members of this Association shall have the right to attend meetings and participate in the activities of the Association.

In transacting the business of the Association, each institution or state department of education, holding membership in this Association, shall have one vote, such vote to be cast by the executive head or his representative; but no person shall cast more than one vote.

### ARTICLE III

#### OFFICERS AND COMMITTEES

Section 1. The officers of the Association shall be a President, two Vice Presidents, and a Secretary-Treasurer. The President and Vice

Presidents shall be elected by a majority vote at the annual meeting of the Association for a single term of one year or until their successors are elected, and they shall be ineligible to succeed themselves directly. The Secretary-Treasurer shall be elected by the Association upon nomination of the Executive Committee.

Sec. 2. There shall be four standing committees of the Association, namely, an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Curricular Problems and Research, and such other temporary or special committees as may be provided by action of the Association.

Sec. 3. The Executive Committee of the Association shall consist of the President, who shall be chairman *ex officio*, the immediate Past President, the Secretary-Treasurer, and six members who shall be elected by a majority vote of the Association for terms of three years, the terms of one-third of whom shall expire each year, and they shall be ineligible to succeed themselves directly. In case of death or resignation, the Executive Committee shall have authority to fill such vacancies.

Sec. 4. The Commission on Institutions of Higher Education shall consist of forty-five members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows :

- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Twelve persons elected at large from member institutions, not fewer than six of whom shall be connected with institutions of higher education.

The terms of one-third of the members of this Commission shall expire each year and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The Commission on Secondary Schools shall consist of seventy-eight members, eleven of whom, as state high school supervisors, shall be members of the Commission *ex-officio*. Sixty-seven members of the Commission shall be subject to election not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :



- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.
- (b) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.
- (c) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of the Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms, but this provision shall not apply to the state supervisors who are members *ex-officio*.

Sec. 6. The Commission on Curricular Problems and Research shall consist of thirty members who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :

- (a) One person connected with a member institution of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Eight persons elected at large from member institutions.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

## ARTICLE IV

### DUTIES OF OFFICERS

The duties of the officers shall be such as usually pertain to the several offices. The President shall prepare the program for the annual meeting of the Association, preside at the meetings of the Association, and act as chairman of the Executive Committee. The Secretary-Treasurer shall publish the Proceedings. He shall keep in bank the funds of the Association, paying out the same under such rules as may be provided by the Association.

## ARTICLE V

## DUTIES OF THE STANDING COMMITTEES

Section 1. The Executive Committee shall meet in advance of the regular annual meeting of the Association, and may be called to meet at any other time by the joint action of the President and the Secretary-Treasurer.

The Executive Committee shall have the following duties :

- (a) It shall prepare agenda for the Association and fix the time and place of meeting.
- (b) It shall determine the *amount of the annual dues and prepare a budget*, subject to the approval of the Association.
- (c) It shall make *necessary appropriations* not otherwise provided for.
- (d) It shall nominate to the Association, upon recommendation of the Commissions, persons to fill vacancies on the several Commissions.
- (e) It shall hear appeals, if any, against the findings of the accrediting Commissions, and shall report its recommendations to the Association for final decision.
- (f) It shall receive from the accrediting Commissions and transmit to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (g) It shall receive from the accrediting Commissions lists of member institutions which do not conform to the standards as prescribed, and shall forward these lists to the Association, with recommendations.
- (h) It shall receive from the accrediting Commissions lists of institutions applying for membership which do not conform to the standards as prescribed, and may forward these lists to the Association with recommendations.
- (i) It may call special meetings of the Association.
- (j) It shall, in general, act for the Association while it is not in session, but the acts of this Committee shall always be subject to the revision and approval of the Association.

Sec. 2. The Commission on Institutions of Higher Education shall have the following duties :

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by the institutions of higher

education which are members, or which desire to become members, of this Association.

- (b) It shall make such inspection and investigations as it deems necessary.
- (c) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (d) It shall submit to the Executive Committee lists of member institutions and institutions applying for membership which do not conform to the standards as prescribed.
- (e) It shall give to any member institution or institution applying for membership notice of said institution's failure to conform to standards as soon as possible after action has been taken by the Commission.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Institutions of Higher Education shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by a vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 3. The Commission on Secondary Schools shall have the following duties :

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.
- (b) It shall prepare all needed blanks and certificates.
- (c) It shall make such inspection of schools as it deems necessary.
- (d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of secondary schools within the territory of the Association which conform to the standards prescribed.
- (e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Secondary Schools shall be open

unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 4. The Commission on Curricular Problems and Research shall have the following duties :

- (a) It shall study and report to the appropriate standing committee on the accrediting policies of this and similar associations.
- (b) It shall study and report to the appropriate standing committee notable procedures in administering programs of studies.
- (c) It shall stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education.
- (d) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

Sec. 5. The Commissions on Higher Education and on Secondary Schools shall have the authority to collect a fee for the inspection of institutions. All money collected by these Commissions for registration and inspection shall be paid over to the Secretary-Treasurer of the Association. The expenses of the various Commissions shall be provided for by appropriations annually made by the Association or Executive Committee on recommendation of the Commissions.

Sec. 6. The Commissions herein provided for shall elect their own officers, appoint all necessary committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

Sec. 7. All bills of the Association shall be paid by the Secretary-Treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditure shall be made except as may be ordered by the Association or by the Executive Committee.

## ARTICLE VI

### MEETING

There shall be a regular annual meeting held as may be determined by the Executive Committee. A representation of twenty-five of the institutions belonging to the Association shall constitute a quorum for all purposes.

## ARTICLE VII

## DUES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be fixed by the Association on recommendation of the Executive Committee. Failure to pay dues forfeits membership.

## ARTICLE VIII

## AMENDMENTS

The Constitution and By-Laws of the Association may be amended by a majority vote at any regular annual meeting at which a quorum is present, provided that the proposed amendment has been submitted at one regular annual meeting and that final action may not be taken until the next regular annual meeting.

## ARTICLE IX

## REORGANIZATION

Section 1. Nothing in this Constitution shall be construed as curtailing the terms of existing members of the Commissions and of the Executive Committee for which they have been elected.

Sec. 2. It shall be the duty of the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Executive Committee, in nominating persons to fill vacancies on these Commissions to do so in such a manner as to put into effect as soon as practicable, and not later than 1938, the allocations and classifications as provided in this Constitution.

Sec. 3. It shall be the duty of the Nominating Committee in proposing persons to fill vacancies of elective members on the Executive Committee to do so in such a manner as to put into effect as soon as practicable, and not later than 1937, the provisions of Article III, Section 3, of this Constitution. Of the six elective members to be elected in 1935, two shall be for one year, two for two years, and two for three years.

Sec. 4. In initiating the organization of the Commission on Curricular Problems and Research, the Executive Committee of the Association for the year 1934-35 shall nominate and the Association shall elect the thirty members, as provided in Article III, Section 6.

As soon as this Commission has organized by electing its officers, its members shall be by lot divided into three groups of ten each. The term of the first group shall be one year; of the second group, two



years; and of the third group, three years. Their successors shall be elected for terms of three years; and they shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The provisions of Article IX are limited to the reorganization made necessary by the adoption of this Constitution, and shall be of no effect after 1938.

## STANDARDS OF THE ASSOCIATION

### STANDARDS FOR COLLEGES OF ARTS AND SCIENCES AND TEACHER TRAINING COLLEGES

*Preamble.*—The Southern Association of Colleges and Secondary Schools was organized in 1895 for the purpose of improving the quality of work and the procedures to be followed in the institutions belonging to it. The Association is composed of members who voluntarily join in and willingly accept its standards. It does not desire in the least to exercise authority over institutions which are not members; and it brings no pressure of any kind to have schools or colleges join its ranks. It wishes to have an attitude of inclusiveness so as to welcome those who wish to join and who are properly qualified, but it is insistent that institutions must meet its requirements in letter and in spirit before they are accepted and after they become members.

The standards as outlined apply to colleges of arts and sciences and cover only incidentally graduate, professional, technical, or specialized departments. All these must be measured by tests which are additional to the regular standards mentioned below.

It is expected that the standards of the Association shall have been met by any institution for a long enough period of time to be operating satisfactorily. Recognition is not to be granted on the promise that requirements are about to be met or will be met.

The status of provisional membership shall be inaugurated after an institution meets the technical requirements for admission to the Association and after the application for admission has been approved by the Commission. It will be given this status of provisional membership for two years, subject to review and final action at the end of that period. This type of membership shall carry the privilege of voting but not the privilege of holding office or committee assignments.

No institution of higher education may be considered for membership until it has had a special study under the direction of the Commission on Institutions of Higher Education. Information regarding this special study may be obtained through the Executive Secretary of the Association.

Every institution which holds membership, and all those which are

applying for recognition, must supply very full data on all points covered by the standards, and on such others as may be requested by the Commission. The reports are to be furnished on blanks provided by the Association.

*Standard One.*—REQUIREMENTS FOR ADMISSION. Ordinarily the requirement for admission shall be graduation from an approved secondary school with the minimum of fifteen units (or eleven such units from a three-year senior school), or the equivalent of this requirement as shown by examination; but the Commission on Institutions of Higher Education may arrange for properly safeguarded programs with other requirements. Candidates for admission from secondary schools requiring more than the normal four years for graduation may be accepted when their transcripts show the full equivalent of graduation from a four-year secondary school. In the preparatory training, there should be several sequences of subject matter adapted to the curriculum of the institution where admission is sought. The certificate should show the quality of work accomplished and give information as to the personality, character, and health of the applicant. Supplementary psychological or achievement tests are advised. All information needed about a student should be in the hands of the institution before registration is permitted. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

*Standard Two.*—REQUIREMENTS FOR GRADUATION. The minimum requirements for a baccalaureate degree shall be 120 semester hours, or the equivalent, with such qualitative restrictions as may be deemed needful. The giving of a variety of degrees, especially by a small institution, should be discouraged.

*Standard Three.*—INSTRUCTION. The effectiveness of an institution should be measured largely by the quality of its instruction. This should be a principal concern of both administration and faculty. Data on this point should include classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

*Standard Four.*—TRAINING AND DEVELOPMENT OF THE FACULTY. The training and experience of the teaching staff are important items in testing an institution. In general, the heads of departments should have the doctorate in their respective fields or the equivalent, but adequate graduate training of high quality should be expected of all

staff members. There should be at least one well trained teacher for an average of twenty students. In addition, all members of the faculty should belong to learned societies appropriate for their departmental work, should keep up with their publications, and attend their meetings with reasonable diligence. At least some members of the faculty of each institution should be interested in writing articles or books. There should be evidence that the faculty participate in the program-making of the institution and that the faculty meetings are stimulating and helpful.

*Standard Five.*—TEACHER LOAD. As the effectiveness of a teacher depends to a large extent on his having some time of his own for research and for recreational activities, he should not be burdened with too heavy a teaching load. A schedule of more than sixteen credit hours a week should be carefully investigated, as also the handling of unusually large classes. The faculty committee assignments should be given consideration in the teaching load, and all specialized teaching in extension work, correspondence courses, honors programs, and the like, should be counted fully as a part of each teacher's activities.

*Standard Six.*—REMUNERATION AND TENURE OF THE FACULTY. Full professors should receive a minimum salary for nine months of work of not less than \$3,000, while the minimum for other ranks should not be less than the following: associate professors, \$2,400; assistant professors, \$1,800; and instructors, \$1,200. The faculty remuneration should not include housing or living arrangements unless on an optional basis. Provision should be made for pensions and for occasional leaves of absence. Tenure should be regarded for all professional ranks as continuous after a tentative period has expired. There should be no unreasonable restrictions as to academic freedom, but the faculty should recognize a corresponding responsibility in the exercise of this privilege.

*Standard Seven.*—FINANCIAL SUPPORT. In the case of institutions owned or controlled by states, municipalities, or other units of government, there should be appropriated by the supporting agencies, or derived from endowment, an average sum of \$150 a student in addition to any income derived from student sources.

In the case of private or independent institutions, there should be a minimum endowment (in excess of all indebtedness) of at least \$500,000 for an institution having 300 students or a smaller number, with an increase of at least \$100,000 of endowment per each additional 100 students or major fraction thereof. It is essential that this minimum endowment be well invested and productive.

In the case of institutions supported or controlled by churches or

denominations, it may be allowed that they have a minimum endowment of \$300,000 provided that they have annual contributions regularly paid of \$5,000 income for each \$100,000 endowment that may be lacking. In the case of Catholic institutions, contributed life service may be allowed to substitute for the annual support, but the minimum of \$300,000 endowment is expected in any event.

If an institution gives graduate or professional or specialized service in addition to the program of arts and sciences, larger support will be expected.

*Standard Eight.*—INSTRUCTIONAL EXPENDITURES. The percentage of income spent on the more direct instructional processes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff (omitting administrative officers); (2) the expenditures of the library for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom and laboratory supplies, but not permanent equipment. The total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, excluding the summer session, and the results should indicate an expenditure of not less than \$150 per student annually.

*Standard Nine.*—THE LIBRARY. Since in many respects the library is the heart of the college, its effectiveness is one of the surest tests of institutional worth. The collection of books and periodicals should be tested frequently by comparison with the Shaw list or other standard guides. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. There should be a live and well distributed collection of at least 12,000 volumes exclusive of duplicates and government publications. There should be an expenditure of an average of \$5.00 per student for books, periodicals, and binding. The librarian or librarians should be well trained and experienced, and should have faculty rank. The salaries for the staff should average not less than the equivalent of \$5.00 a student enrolled in the institution. In case graduate work, professional training, or other specialized services are attempted, heavier expenditures than those above permitted should be expected. A careful record should be kept to show the use of the library by faculty and students; and arrangements should be made so that all students may receive instruction from time to time in the use of the library.

*Standard Ten.*—PHYSICAL PLANT AND EQUIPMENT. The buildings and grounds for an institution must be judged by the program of service it undertakes to render. There should be sufficient land or a cam-



pus to provide for the buildings needed and give an opportunity for recreational activities. The buildings should be located and constructed so as to be suitable for class work, laboratories, administration, health, recreation, dormitory facilities, and student activities. Lighting, heating, ventilation, and general sanitary conditions should be carefully provided. The care and upkeep of the buildings should be factors in determining the effectiveness of the plant.

*Standard Eleven.*—STUDENT PERSONNEL WORK. Provision should be made for handling students as individuals, including careful records, academic and personal, counseling, as to the college program and personal problems, physical examinations for tuberculosis and other physical defects, vocational and placement advice. All such service in each institution should be carefully correlated, whether rendered by students, faculty, administrative officers, or alumni.

*Standard Twelve.*—EXTRA-CURRICULUM ACTIVITIES. The extent to which student activities add to the educational efficiency of an institution or detract from it will determine their value. The entire program should be under faculty supervision. The participation of students should be as far as possible on a fair try-out basis. Fraternities or social clubs should not initiate members until their academic standing is fully approved. The "spoils system" in student elections should be eliminated. The financial programs of all extra-curriculum activities should be audited, reported to students and faculty, and careful management assured.

*Standard Thirteen.*—INTERCOLLEGIATE ATHLETICS. It is essential that there be faculty control of all phases of intercollegiate athletics. This should cover specifically the admission of students, the choice of studies to be pursued, the grades attained, scholarship aid permitted, and other similar details. Athletes should have the same treatment as other students in these matters. The athletic coaches should be regular members of the faculty, appointed as other members, with tenure and remuneration suitable to the faculty scale.

The financing of athletics should be a function and responsibility of the institution and under the control of the administration. Purchases should be made on requisition forms and all receipts and expenditures should be shown in detail in the college audit. Debts and assets should be the institutional responsibility.

All members of this Association which engage in intercollegiate athletics should hold membership in some athletic conference or association of approved standing and requirements. Exemption from this requirement may be granted for reason by the Commission on Institutions of Higher Education.



*Standard Fourteen.*—GENERAL ADMINISTRATION. The members of the board of trustees should be chosen because of their ability and willingness to serve the institution without selfish motives. Responsibility for the college administration should be centered in the president or chief executive officer with other officers responsible to him. Tenure should be relatively secure. Nepotism in appointments should be strictly avoided throughout the institutional organization. No one college officer or trustee should have charge of the making of investments or handling the finances.

There should be a carefully prepared budget each year and centralized purchases and records. Departmental officers to whom definite responsibility has been assigned should be supported by the administration so as to develop loyalty and enthusiasm.

*Standard Fifteen.*—SPECIAL ACTIVITIES OR RELATIONS. General standards set up for the regular session of nine months as outlined herein are expected to be applied to other activities or relations of each institution. If a college or university is a member of a state system or a denominational group and is required to accept credits of other members or units of the system, then *every member or unit* of such a system must make reports and be approved by this association. This applies also to branches or junior colleges operated by any institution.

Work done for degree credit in summer schools, extension service, correspondence studies, or accepted for credit by any institution when done under auspices of some other college or university must be strictly administered. Such work must be done under conditions which approximate those of the regular college term as to entrance requirements and supervision, the training and remuneration of the faculty, teaching loads, library and laboratory facilities, and the like.

*Standard Sixteen.*—ALUMNI RECORDS AND CONTACTS. If adequate information were obtainable in regard to the attitude and achievements of those who have attended an institution, it would serve as a sufficient single standard for accrediting. It is important for a college or university to keep careful records in the Registrar's office, or in a supervised alumni office or elsewhere, not merely for a few outstanding graduates but for all who have attended. These records should show those who have gone on for further study, should indicate the occupations followed, contributions to public or community service, and other items that may measure the influence of the institution in church or state. A college or university should consider carefully the carrying on of an educational program among its alumni. These should be encouraged to maintain an interest in their Alma Mater and contribute to its support, but care should be taken that they do not dominate the policies and programs of the institution.

*Standard Seventeen.*—GRADUATE WORK. The giving of degrees beyond the baccalaureate level is not permissible unless the undergraduate foundations are carefully laid and the institutional support is unusually strong. For the giving of the Master of Arts degree an institution should have an institutional expenditure a student of not less than \$250.00 as interpreted in Standard Eight, and should have faculty training and remuneration and teaching loads, as well as library expenditures and facilities, distinctly above the average. Advanced degrees should be limited and awarded according to the best recognized standards for such work. No university should offer the doctorate unless in addition to meeting the conditions enumerated above the institution is outstandingly strong.

*Standard Eighteen.*—PROFESSIONAL SCHOOLS OR DEPARTMENTS. Any institution which operates a professional school or department must meet the general requirements outlined above for the baccalaureate work and in addition must have support or resources which will insure the maintenance of such special work without weakening or jeopardizing the undergraduate program. All such professional schools must be recognized by the appropriate national association or standards when such are available, but this Association may also check the efficiency of the same.

*Standard Nineteen.*—STANDING IN THE EDUCATIONAL WORLD. There are many varieties of institutions in the membership of the Association, and there is no desire to standardize or cut them to a pattern. The records made by the students of any institution in other colleges or universities to which they may have transferred will be an important factor in determining its effectiveness.

*Standard Twenty.*—MAINTENANCE OF EDUCATIONAL IDEAL. In determining the fitness of an institution to meet the requirements of the Association, due consideration shall be given to the type of the institution, its announced purposes and objectives, and the relation between its resources and its educational undertakings.

The tone of an institution is one of the most important factors in its recognition. Fairness in recruiting students, truthfulness in publications and on the part of those who represent the institution in soliciting students, or in other relations, conservatism in granting honorary degrees, and a spirit of coöperation in educational work, and saneness in the awards of scholarships and loan funds are factors of importance in judging any institution.

#### STANDARDS FOR JUNIOR COLLEGES

*Standard One.*—STATEMENT OF PRINCIPLES. A flexible rather than a rigid system should be the guiding principle in formulating standards

for educational institutions in a democracy. Schools and colleges should be encouraged to be different rather than to be pressed into set moulds to make them all alike. Junior colleges should carefully define their aims and objectives and be judged by the means employed and the success obtained in reaching those aims and objectives. The junior college should be judged as a whole, in terms of what it *is* and *does*, giving special attention to the quality as well as to the quantity of work done. To be accredited, a junior college must be legally authorized or chartered as an educational institution

*Standard Two.*—ORGANIZATION. The junior college is an institution offering two or four years of instruction suited to the needs of its particular constituency. Two types are recognized: first, a two-year institution embracing two years of standard collegiate study, based on the successful completion of an accredited three- or four-year high school course; second, an institution embracing two years of standard collegiate study, integrated with two years of accredited high school study, all four years administered as a single unit. In any case, the last two years are to be equivalent in prerequisites and thoroughness to the work offered in the first two years of standard two-year junior colleges. The program of the last two years may be so organized as to be preparatory to the last two years of senior liberal arts, professional, or fine arts colleges, or it may be general, semi-professional, or terminal.

*Standard Three.*—ENTRANCE REQUIREMENTS. The two-year junior college shall require for admission graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination (or twelve units from an approved three-year senior high school). The four-year junior college shall require eight acceptable units or their equivalent for entrance. Certificates of admission should show the quality of work accomplished and give information as to the personality, character, general ability, and health of the student. Psychological achievement tests are advised. All possible information about a student should be obtained before registration is completed. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

*Standard Four.*—GRADUATION. Junior colleges shall not grant degrees. For the diploma of graduation, or the title of Associate in Arts, the student, in addition to meeting the entrance requirements for the particular type of curriculum he is pursuing, must complete at least sixty semester hours of academic credit or the equivalent, with such qualitative requirements as each institution may require. A minimum

of two hours of laboratory work shall count as the equivalent of one hour of lecture, recitation, or test.

*Standard Five.*—FACULTY. The training and experience of the members of the faculty are important items in evaluating a junior college. The junior college teacher of academic subjects shall have a master's degree or at least one year of graduate work. The courses taught by any teacher shall be in the field of specialization. Teachers may teach on either the high school level, or the college level, or both when prepared as stated above. In the last two years of the college, there should be not more than twenty students for each teacher. The faculty members should belong to learned societies appropriate for their special work, and should be familiar with the publications of their societies. The faculty meetings should be stimulating and helpful. The salary scale shall be such as to secure and retain teachers of thorough training; the salary of departmental heads should be, in general, not less than \$2,000; the salary of other teachers should be in proportion.

*Standard Six.*—INSTRUCTION. The junior college should be known as an institution in which effective teaching is accomplished. Data on instructional efficiency should include information concerning classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

*Standard Seven.*—TEACHING LOAD. A schedule of eighteen credit hours a week should be the maximum as should class enrollments of thirty-five students. The teaching of a high school class meeting five hours a week will be considered the equivalent of three credit hours in a teacher's load. Two hours laboratory work shall be counted as one credit hour. Faculty committee assignments, sponsorship of extracurricular activities, and other non-teaching duties, should all be given consideration in the teaching load. As far as possible, every teacher should have some responsibility for contact with students in their extracurricular activities.

*Standard Eight.*—FINANCIAL SUPPORT. Each junior college shall show conclusive evidence that it is able adequately to finance the program defined by its stated objectives. Whether this financial support be derived from endowment, state or other public sources, church donations, or student fees, it must be clearly demonstrated that this support has been regularly received over a period of at least three years, and that there is reasonable assurance that it will continue. This support shall



be adequate to secure and retain well-prepared teachers with successful experience, and be sufficient to sustain every educational activity undertaken by the institution.

An important item of financial support is the expenditure per student for instructional purposes as explained in Standard No. 9. The extent to which the institution depends upon student fees, the regularity of income from endowment, church and other stable sources, the avoidance of debt, and the accounting procedures of the institution are all items of importance. In any case the minimum annual income from sources other than student fees or payments should be \$10,000.

*Standard Nine.*—INSTRUCTIONAL EXPENDITURES. The percentage of income spent for instructional purposes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff, omitting those of administrative officers; (2) the expenditures for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom laboratory supplies, but not permanent equipment; the total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, and the result should show an expenditure of not less than \$100.00 per student annually.

*Standard Ten.*—THE LIBRARY. The collection of books and periodicals should be compared frequently with the Mohrhardt's list or other standard guides. The library building should be well lighted, have reading room space for at least twenty per cent of the student enrollment, be fireproof, if possible, and have adequate quarters for the working staff. For a small junior college, there should be a collection of books, adequately catalogued, carefully selected with reference to the subjects taught, and professionally administered, of not fewer than 4,000 volumes, exclusive of public documents. At least fifty magazines and periodicals should be taken each session. Attention shall be given to the possession of standard works of general and special reference, their number and recency.

The librarian should be a full time library employee, have a degree in library science, and have faculty rank.

There should be an annual expenditure of an average of at least two dollars and fifty cents per student for books, periodicals, and binding. All students should receive at least elementary training in the use of the library. A careful record shall be kept of the use of the library by faculty and students.

*Standard Eleven.*—LABORATORIES. The laboratories shall be equipped for individual instruction for each laboratory course offered in science,



as well as for all vocational and semi-professional courses. If the fine arts, including drawing, painting, commercial art, and music are offered, the equipment in these departments shall all be considered in accrediting a junior college.

*Standard Twelve.*—**PHYSICAL PLANT.** The material equipment, including the buildings, grounds, laboratories, apparatus, lighting, heating, ventilation, the nature and condition of its lavatories, corridors, classrooms, closets, water supply, furniture and methods of cleaning and general sanitary conditions, shall all be considered in accrediting a junior college.

*Standard Thirteen.*—**STUDENT PERSONNEL WORK.** A program of guidance should be provided. Scholastic and personal data, including records of all physical examinations, and of vocational and placement advice, should be kept for each student.

A system of permanent records, showing clearly both the secondary and the college credits of each student, shall be accurately administered.

*Standard Fourteen.*—**EXTRACURRICULAR ACTIVITIES.** There should be provision for extracurricular activities and ample opportunity for development of leadership and initiative. These activities, including athletics, amusements, sports, fraternities and sororities, should all be under general faculty supervision and should not occupy an undue place in the life of the junior college. If the junior college engages in inter-collegiate athletics, it should hold membership in some athletic conference or association of approved standing.

In evaluating the program of a junior college, account shall be taken of all student activities, such as student government, student publications, literary societies, debating and speech activities, science, music, art, and foreign language clubs, religious and social service organizations.

*Standard Fifteen.*—**THE GENERAL TONE OF THE INSTITUTION.** The general atmosphere and spirit of its administration, the nature of its publicity, the truthfulness of its publications, and on the part of those who solicit students, its code of ethics, and its standing in the estimation of senior colleges, universities, and other educational agencies, shall all be carefully considered in determining the rating of a junior college.

*Standard Sixteen.*—**RECORD OF TRANSFER STUDENTS.** The records of students transferred to higher institutions over a period of three or more years shall be carefully considered in accrediting a junior college. No junior college shall be admitted to membership in the Association until it has graduated at least three classes.

*Standard Seventeen.*—ASSOCIATION SURVEY. No junior college shall be recommended for membership until it has been surveyed by a committee regularly appointed by the Commission. Any member junior college of the Association shall be open to inspection at any time and may be required to make reports at any time.

### STANDARDS FOR SECONDARY SCHOOLS

*(Statements in parentheses are interpretations or explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.)*

#### ARTICLE I

The Commission on Secondary Schools shall consist of seventy-eight members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected\* by majority vote of the Association for terms of three years, as follows :

(a) A state high school supervisor,\* or other representative, from each state department of education within the territory of this Association.

(b) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.

(c) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.

(d) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

#### ARTICLE II

The Commission on Secondary Schools shall have the following duties :

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the

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\* By amendment to the Constitution, Article III, Section 5, the state supervisors are now *ex-officio* members of the Commission.—EDITOR.

Association for approval and publication lists of secondary schools within the territory of the Association which conform to the standards prescribed.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

### ARTICLE III

The meetings of the Commission on Secondary Schools shall be open unless the business is of such nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

### ARTICLE IV

The Commission shall describe and define unit courses of study in the various secondary school programs. The minimum standard for accrediting shall be :

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No three-year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth. A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four academic units. A different practice in the school must be explained to the State Committee. An academic year shall be not less

than 175 days during which the school is actually in session exclusive of holidays.

(In all science courses two double periods a week throughout the year should be devoted to laboratory work, three single periods to classroom work—a minimum of 280 minutes a week. Five sixty-minute periods a week gross will satisfy this requirement.)

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers of academic subjects, and of Agriculture and Home Economics, are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(This regulation does not apply to a person transferring from one member school to a similar position in another member school provided not over two years elapse from the time of leaving the first position to entering the work in the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the "beginning teacher" status until the 12 hours of education required above have been completed. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)

(c) The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in



laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

(d) The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) A member school whose records for the immediately preceding five years show significant weaknesses and low achievement as evidenced by many "warnings," poor achievement of its pupils in college, low achievement quotients of its pupils on standard tests, low standing as indicated by evaluation using the criteria of the Coöperative Study of Secondary School Standards, large yearly teacher turnover, nepotism, the employment of too many local teachers, or disregard by the community of a good professional attitude, may be warned or dropped from the Association.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(Sixteen daily recitations in high school subjects taught by not fewer than four teachers is considered a minimum in enforcing this standard.)

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Full data relative to changes must be presented annually.

(These reports, with membership dues, must be filed with the state chairman by October 15. New schools must submit evidence of application for membership, such as a resolution by the local board.)

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.



(The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as forty in any class may subject the school to special investigation.)

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined.

(k) The Commission recommends \$1,000 as the minimum salary for teachers.

(The Commission recognizes \$900 as a minimum salary for a year. Allowance in this minimum for room, board, and other items, if given as part payment of salaries, shall not exceed \$300. A school in which a full-time teacher receives less than this amount may be warned or dropped.)

(l) Accurate and complete records of attendance and scholarship must be kept in such form as may be conveniently used and safely preserved.

(m) If the lower division of a junior college covers three or four years of high school work, it shall be accredited by the Commission on Secondary Schools as if it were a separate high school, and under the Standards for Secondary Schools. If the lower division covers one or two years only, and is therefore incomplete as a high school of standard type, the institution as a whole must be accredited by the Commission on Institutions of Higher Education, applying to the lower division the Standards for Secondary Schools as follows: Article IV, except (g) first sentence requiring four full-time teachers, and excepting also (h) and (j) regarding separate reports and inspections. Article X regarding the Library applies in full.

(n) Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.

(Any school applying for accreditation and not fully meeting this standard should file with its annual report through the State Committee a full explanation. The interpretation and explanation of Article IV, Section (n) as adopted in the Richmond meeting of the Association December, 1936, are in full force and effect.)

## ARTICLE V

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

## ARTICLE VI

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1, of each year. A school shall be removed from the accredited list for failure to maintain these standards.

## ARTICLE VII

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15, of each year, any cases of lack of preparation of, or other information relating to, students coming from schools in his state on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

## ARTICLE VIII

All secondary schools that are members of the Association shall pay annual dues of \$10.

## ARTICLE IX

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

## ARTICLE X

Standards for school libraries :

*I. Books*

(1) Enrollment of 100 or less students : 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students : 500 to 1,000 well-selected

books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students: 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students: 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students: 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

## *II. Librarian*

(1) Enrollment of 100 or less students: Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students: Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students: Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students: Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students: Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

## *III. Appropriation*

(1) Enrollment of 500 or less students: Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students: Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.



*IV. Course in Use of Library*

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

*V. Organization*

(1) Enrollment of 100 or less students: At least an adequate shelf-list made and an adequate loan system installed.

(2) Enrollment of more than 100 students: Card catalogues, shelf-lists, accession record, and adequate loan system.

*VI. Equipment*

(1) Enrollment of 100 or less students to 200: Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students: Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students: Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students: Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

*VII. These Regulations Are Effective Now*

(1) Schools that do not comply with library standards subject themselves to being dropped.

(2) The Commission will not impose undue burdens on librarians who were employed prior to December, 1929, and who are giving satisfactory service. The Commission does reserve the right, however, to require of such librarians reasonable additional training in Library Science.

